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ABSTRACT

This educational program, comprised of a training manual and 2 accompanying videotapes (each about 25 minutes long), is designed to develop language skills in young children with language disorders and/or children from minority backgrounds. The program model is based on the following principles: (1) early language is critical to later academic success; (2) parents can use simple language facilitation strategies after brief training; and (3) strengthening a child's first language will also support the development of English. The manual provides descriptions of the training materials (videotapes and handouts) in English, Spanish, and Korean; theoretical and research background information; and specific agendas for six training sessions, four staff training sessions and two parent training sessions. The training model includes brief presentations, viewing of videotapes, large and small group discussions, and practice sessions. Specific guidelines are offered for: (1) training staff to use language facilitation strategies with children; (2) training staff to train parents/families; (3) training English-speaking parents; and (4) training parents who speak Spanish or Korean in the home. For each of the six sessions, the manual provides a session overview, key points, goals, agenda, handouts, trainer guide, alternatives, discussion questions and activities, presentation tips, and frequently asked questions. Appendices include: Background Information for Trainers; Handouts/Masters for Reproduction in English; Handouts/Masters for Reproduction in Spanish; and Handouts/Masters for Reproduction in Korean. (DB)

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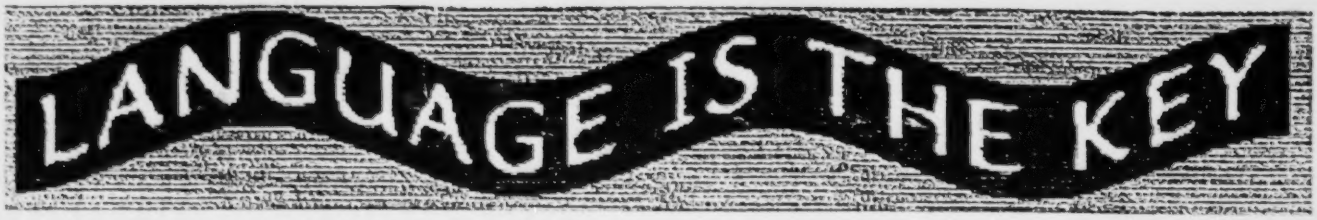

A Multilingual Language Building Program for Young Children

ED 470 824

Training Manual to Accompany the Video Programs:

Talking and Books
Talking and Play

El Hablar y los Libros
El Hablar y el Jugar

책과 함께 말 배우기
놀이와 함께 말 배우기

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Table of Contents

Table of Contents ..... *iii*
Acknowledgments ..... *v*
I. **INTRODUCTION** 1
Goals and Program Training Components 1

II. **USER GUIDE** 2
Description of Materials 2
Training Recommendations 2
Organization of Manual 4
Resources Provided for Each Training Session 4
Table 1 - Handouts and Corresponding Training Sessions 5-6

III. **CONCEPTUAL FRAMEWORK** 7
Early Language and Literacy Development 7
Bilingual Language Development 7
Family Involvement 7
Language Facilitation 8
Cultural Relevance 9
Principles of Adult Learning 9

IV. **PRESENTING THE COURSE TO EARLY CHILDHOOD PROGRAM STAFF** 10
Session 1: Language is the Key: *Talking and Books* 10
Overview of Session 1 10
Trainer Guide / Annotated Agenda - Session 1 12
Frequently Asked Questions 14

Session 2: Language is the Key: *Talking and Play* 16
Overview of Session 2 16
Trainer Guide / Annotated Agenda - Session 2 17
Frequently Asked Questions 19

Session 3: Language is the Key: *Working Effectively in A Multicultural Environment* 21
Overview of Session 3 21
Trainer Guide / Annotated Agenda - Session 3 22
Frequently Asked Questions 24

Session 4: Language is the Key: *Working with Families* 25
Overview of Session 4 25
Trainer Guide / Annotated Agenda - Session 4 26
Frequently Asked Questions 29

LANGUAGE IS THE KEY

I. INTRODUCTION

The **Language is the Key** manual and accompanying videotapes comprise an educational program that addresses the needs of professionals and paraprofessionals who work with young children with language disorders. It is particularly helpful for programs that serve children from linguistic minority backgrounds and their families. The program and strategies are also appropriate for teachers and parents of children who are typically developing (2 - 4 age range).

The **Language is the Key** training model draws upon three solid research bases.
First, early language is critical to later academic success.
Second, parents can use simple language facilitation strategies after brief training.
Third, strengthening a child's first language -- the language spoken at home -- will also support the development of English.

GOALS

The primary goals of the **Language is the Key** training model are:

- to enhance the ability of ***early childhood program*** staff to facilitate language development with young children who have language disorders;
- to enhance the ability of both ***monolingual and bilingual professionals and para-professionals*** to facilitate language development in English or the child's home language with young children with disabilities and who have limited English proficiency;
- to provide professionals with training and educational resources to ***teach parents*** to facilitate the language development of their children in the language they are most comfortable using--either English or their native language.

TRAINING COMPONENTS

The **Language is the Key** training consists of two basic components:

1. The videotapes, *Talking and Books* and *Talking and Play* teach language facilitation skills.
   El Hablar y los Libros and *El Hablar y el Jugar* are the Spanish language versions.
2. This training manual, which includes instructions and reproducible print materials that accompany the videotape-based training.

Acknowledgments

We would like to express our sincere appreciation to the many people and agencies that participated in the development of this manual and the video tapes it accompanies.

Our video producer, Al Ross of University of Washington Television dedicated many hours to consulting with us on script development, arranging video shoots, hiring production staff and narrators and editing the video tapes. Al kept us within our budget by giving us abundant extra time and energy. This training program is just one of many contributions Al has made to our field. Karel Bauer (videographer), Noah Pitzer (video editor), Linda Kennedy (narrator) and Diana Romero (narrator), added their substantial talents to making high quality videos that are pleasing to view as well as effective educational tools. Rosita Romero provided expertise in early childhood education and multicultural education.

Some twelve families willingly gave their time to participate as talent in the videos. They received training and spent long hours waiting for their turn to be filmed. We are grateful to Northwest Center Child Development Program and José Martí Child Development Program at El Centro de la Raza for helping arrange for the participation of many of the families that appear in *Talking and Books* and *Talking and Play*. These agencies also assisted us in the development of the training program by giving us access to their parents and staff.

We received tremendous institutional support from Washington Research Institute, particularly our Executive Director, Kathy Jenkins. Mary Delaney Gallien did the frequently tedious work of preparing many versions of this manual as it was developed.

We would also like to recognize the contributions of Grover Whitehurst at the State University of New York, Stony Brook. His research and development in the area of dialogic reading served as the starting point for this training program.

Finally, we would like to express our appreciation to our funding agency, the U.S. Department of Education, Office of Special Education and Rehabilitation Services, Office of Special Education Programs. We also benefitted from the excellent support provided through NEC*TAS during the development and dissemination of this program.

V. **PRESENTING THE COURSE TO FAMILIES** 30
Parent Session 1: Language is the Key: *Talking and Books* 30
Overview of Parent Session 1 30
Trainer Guide / Annotated Agenda - Parent Session 1 32
Frequently Asked Questions 33

Parent Session 2: Language is the Key: *Talking and Play* 34
Overview of Parent Session 2 34
Trainer Guide / Annotated Agenda - Parent Session 2 35
Frequently Asked Questions 36

VI. **REFERENCES AND RESOURCES** 37
Books and Articles for Professionals 39
Books for Children 40
Organizations 42
Web Sites 44

VII. **APPENDICES**
Appendix 1 - Background Information for Trainers 45
How to Increase Language Using **CAR** 46
Using Comments to Facilitate Language Development 50
Using Questions to Facilitate Language Develpment 51
Using Responses to Facilitate language Develpment 52

Appendix 2 - Handouts / Masters for Reproduction - English 53

Appendix 3 - Handouts / Masters for Reproduction - Spanish 84

II. USER GUIDE

This manual provides a description of the training materials (videotapes, handouts), theoretical and research background on the training materials and specific agendas for six training sessions. This information provides important support for the content in the videotapes.

DESCRIPTION OF MATERIALS

The Videotapes - Videotapes provide specific language building strategies that will enhance typical early childhood classroom routines and parent-child interactions. The videotapes show actual examples of interactions between young children and their parents, siblings, and grandparents.

There are English and Spanish language versions of each videotape.

Talking and Books The first videotape shows how parents and teachers can facilitate children's language while looking at picture books.

Talking and Play The second tape focuses on language facilitation during play.

Three child-directed language facilitation strategies are taught.

Comment and wait

Ask questions and wait

Respond by adding a little more

El Hablar y los Libros This is the Spanish language version of *Talking and Books*. New examples, new actors, and a new script were developed for this version.

El Hablar y el Jugar This is the Spanish language version of *Talking and Play*. This is also a new version specifically for Spanish-speaking families.

In the Spanish language version, **four** language facilitation strategies are taught:

Comente y espere	(Comment and wait)
Averigue — Haga preguntas y espere	(Ask questions and wait)
Responda agregando un poco más	(Respond by adding a little more)
Repita...	(Repeat...
Otra vez en español	Again in Spanish)

The Handouts - A series of handouts are included in the Appendices which support the training. They provide information on training topics, such as early language and literacy development, bilingual language development, multicultural issues, working with interpreters, and collaborating with families. Parent handouts in English and Spanish are included. (For an overview of handouts see Table 1, pp. 5-6).

TRAINING RECOMMENDATIONS

We have included material and model agendas for four staff training sessions and two parent training sessions that use a variety of teaching methods. These include brief presentations, viewing of videotapes, large and small group discussions and practice sessions.

The **Language is the Key** training model can be used in different ways.

1. Train staff to implement the language facilitation strategies with children.
2. Train staff to train parents.
3. Train English-speaking parents to use strategies at home.
4. Train parents who speak Spanish to use strategies at home.

1. **TRAINING STAFF TO USE LANGUAGE FACILITATION STRATEGIES WITH CHILDREN**

The videotapes and handouts can be used to train staff to use language facilitation strategies directly with children. English-only speaking staff can use the strategies to facilitate language development in monolingual children as well as English language development with children who speak other languages (Sessions 1, 2, 3).

Bilingual staff can use the strategies to facilitate the language development of children in their first language as well as in English.

Topics presented and support materials:

- Introduction: Basics of early language, literacy and play development (handouts).
- Language facilitation strategies (videotapes, handouts, practice).
- Working effectively in a multicultural environment (handouts, discussion).
- Peer coaching (handouts, practice).

2. **TRAINING STAFF TO TRAIN PARENTS/FAMILIES**

The complete training for staff consists of four steps:

1. Training on the use of language facilitation strategies during picture book reading (Session 1).
2. Training on the use of language facilitation strategies during play (Session 2).
3. Discussion of multicultural issues (Session 3).
4. Preparation for teaching parents to use the strategies (Session 4).

English-only and bilingual staff can then use the videotapes to prepare parents to facilitate the language development of their child in the language the parents are most comfortable with.

Topics presented and support materials:

- Basics of early language, literacy and play development (handouts).
- Language facilitation strategies (videotapes, handouts, practice).
- Multicultural issues (handouts, discussion).
- Preparing families to use the strategies (handouts, discussion).
- Peer coaching (handouts, practice).

3. **TRAINING ENGLISH-SPEAKING PARENTS**

Program staff can use the videotapes and print materials to prepare parents to use the strategies to facilitate the language development of their child in English. (Parent Sessions 1 and 2).

Topics presented and support materials:

- Introduction: Foundations of early language, literacy and play development (handouts).
- Language facilitation strategies (videotapes, handouts, practice).

4. **TRAINING PARENTS WHO SPEAK SPANISH IN THE HOME**

Bilingual staff can use the Spanish-language videotapes and print materials with parents who speak Spanish in their homes. Topics and support materials are the same as those included for English-speaking parents. Handouts, in Spanish, are included with this manual.

ORGANIZATION OF THE MANUAL

We have organized this manual and a number of training sessions that support each of the three possibilities described above. Support materials for each of the six training sessions described in this manual are divided into nine components:

Resources Provided for Each Session

1. **Session Overview** - a brief description of the content covered in the session.
2. **Key Points** - a short list of the central ideas of the sessions.
3. **Goals** - a list of the skills and behaviors participants are expected to learn.
4. **Agenda** - list and sequence of major topics and activities.
5. **Handouts** - reproducible copies of handouts for trainees. (See Table 1, pp.5-6.)
6. **Trainer Guide** - an annotated agenda with an in-depth description of specific points to be covered and recommended durations for topics.
7. **Alternatives** - ideas for alternative ways for presenting the session.
8. **Discussion Questions and Activities** - additional questions and activities to expand group discussion.
9. **Presentation Tips** - hints for facilitating participant involvement and group discussion.
10. **Frequently Asked Questions** - we have complied a list of questions that audiences have frequently asked during our training sessions. We also provide examples of ways we have answered these questions.

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Table 1.
Handouts and Corresponding Training Sessions

Handouts		Staff Training: Session 1 Talking & Books	Staff Training: Session 2 Talking & Play	Staff Training: Session 3 Multicultural	Staff Training: Session 4 Training Parents	Parent Training: Session 1 Talking & Books	Parent Training: Parent Session 2 Talking & Play
Agenda Session 1- Talking & Books	p. 56						
Why Use Picture Books for Language Development	p.57						
Foundations of Language & Literacy	p.58						
CAR - Summary of the Strategies	p 59		p. 59	p. 59	p. 59	p. 59	
Talking About Books: How do you do it?	p. 60						
Selecting Books for Language Building	p. 61						
Finding Multicultural Books	p.62						
Peer Coaching (Description)	p. 63						
Peer Coaching Discussion (Guide Form)	p. 64						
Agenda Session 2 - Talking & Play		p. 65					
Language and Play		p. 66					
Play Basics		p. 67					
Selecting Toys		p. 68					
Agenda Session 3 - Working in a Multicultural Environment			p. 69				
Facilitating Language Development in Young Bilingual Children			p. 70				
Guidelines for Using Interpreters			p. 71				
Cultural Variations			p. 72				
Cultural Competence			p. 73-4				
Agenda Session 4- Working with Families				p. 75			
Communication Styles				p. 76			
*Information about Language Development				p. 77	p. 71		
Looking at Picture Books and Playing with Your Children				p.78		p.78	
*Parent Evaluation Form				p. 79	p. 79	p. 79	

Table 1.
Handouts and Corresponding Training Sessions

Handouts	Staff Training: Session 1 Talking & Books	Staff Training: Session 2 Talking & Play	Staff Training: Session 3 Multicultural	Staff Training: Session 4 Training Parents	Parent Training: Session 1 Talking & Books	Parent Training: Parent Session 2 Talking & Play
*Agenda Parent Session 1 - Talking and Books					p. 80	
*Granny & Sissy - A Fable					p. 81-2	
*Agenda Parent Session 2 - Talking & Play						p. 83
Handouts for Families who Speak Spanish						
Agenda para los Padres 1 - El Hablar y los Libros					p. 85	
Una Fabula: La Abuelita y Rosita					p. 86-7	
Información acerca del Desarollo del Lenguaje					p. 88	
CARRO - Summario de los Estrategias					p. 89	p.89
Parent Evaluation Form (Spanish)					p. 90	p. 90
Agenda para los Padres 2 - El Hablar y el Juguar						p. 91
Mirando Libros y Jugando						p. 92

*Spanish language version available.

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III. CONCEPTUAL FRAMEWORK

The **Language is The Key** training model addresses six major areas:

Early language, literacy and play development; bilingual language development; family involvement; language facilitation; cultural relevance; adult learning.

EARLY LANGUAGE AND LITERACY DEVELOPMENT

Importance of Language Development. Language competence is one of the main developmental events of early childhood. Helping children develop language skills is a major concern that staff have for children with developmental delays (Bagnato, Kontos, & Neisworth, 1987) and particularly when children with developmental delays are also limited in English proficiency (Roseberry-McKibbin & Eicholtz, 1994).

Foundations of Early Language and Literacy Development. Language and literacy development begin very early in a child's life. Here is a brief description of the young child's early behaviors that form a foundation for later language and literacy development:

Language: Listening, gestures, single words, two-three word combinations, sentences.

Print: Recognizing pictures, environmental print and logos (e.g., stop signs, billboards), familiar words, letter sounds.

Writing: Scribbling, drawing recognizable pictures, pretend writing (lines, letter-like symbols), familiar words, letters.

Books: Handling, looking at pictures, telling a story, pretend reading, interest in text.

BILINGUAL LANGUAGE DEVELOPMENT

For children whose first language is not English, research has shown that children need to have their *first* language facilitated in the early years, and also need effective language facilitation in English (Cummins, 1984; Gutierrez-Clellen, 1996; Wong-Fillmore & Valadez, 1986).

Encouraging families and teachers to maintain children's native language is beneficial because bilingualism has been associated with many cognitive, social and economic advantages (e.g., Albert & Obler, 1978; Cummins, 1984; McLaughlin, 1995). Children who are bilingual may be equally proficient in both languages or they may know one language better than the other. Usually the language that predominates depends on the context (e.g., home vs. school) and the opportunities the child has to use the language.

Bilingual language development may differ from monolingual language development. There may be a temporary lag in both languages and the child may switch codes (e.g., Yo estaba PLAYendo), but eventually the child will learn to distinguish the languages and catch up.

FAMILY INVOLVEMENT

Family involvement is an integral part of services for preschool children. The **Language is the Key** training model draws upon naturally occurring parent-child interactions. It teaches easy to implement activities such as play and looking at picture books to provide parents with strategies that will help them facilitate their child's language. Parents can be taught to implement language interventions with young children with disabilities and children who are developing normally (Dale, Crain-Thoreson, Notari-Syverson, & Cole, 1996; Kaiser, 1993; Whitehurst et al. 1988). ***For children who are bilingual, parents are ideally suited to facilitate their child's language development as they may be the only persons who are proficient in the child's native language.***

LANGUAGE FACILITATION

Adult-Child Interactions. Studies of early parent-child interactions described a process by which the adult guides and supports the child's learning by building on what the child is already able to do. This is referred to as *scaffolding* by Wood, Bruner, and Ross (1976). The notion of scaffolding was translated into specific teaching strategies used successfully to assess and teach language and literacy skills to young children with language delays (Norris & Hoffman, 1990; Olswang, Bain & Johnson, 1992), children at-risk (Juel, 1996) and children from diverse cultural backgrounds (Gutierrez-Clellen & Quinn, 1993).

Overarching Teaching Approach. Effective scaffolding is flexible, responsive to the child, and draws upon a broad variety of strategies. This perspective is reflected in the overarching teaching approach of the **Language is the Key** training model, **Follow the Child's Lead.**

Follow the Child's Lead is one of the defining aspects of developmentally appropriate practice and its facilitative effect on early language development has been documented for children who are developing normally (Tomasello & Farrar, 1986) and children with disabilities (Yoder, Kaiser, Alpert & Fischer, 1993).

Language Building Strategies. The videotapes teach the following ***three language facilitation strategies:***

C*omment and wait.* Modeling language by making comments that reflect the child's focus of interest is a universally recommended practice in language facilitation models (e.g., Fey, 1986). Describing pictures in books or what the child is doing during play, then pausing to allow time for a response is an effective way to elicit language. Children need time to think and code their thoughts into language, so it is important for adults to give children at least 5 seconds to respond after they ask a question. A longer wait time also lets the child know the adult is interested in what the child has to say.

A*sk questions and wait.* Adults use two major types of questions with children: open-ended and closed questions. Closed questions are those questions that require a yes-no answer or pointing response. Open-ended questions require that the child actually produce a word or utterance. For example, "What do you see?" versus "Do you see a cat?"

R*espond by adding a little more.* Expansion of the child's utterances is a basic tool in language facilitation. The adult repeats what the child says and then expands the utterance with one or two new words. This allows the child to contrast her utterance with the adult's expansion and also hear the next level of difficulty for language production. For example, if the child says "ball", the adult says "ball, big ball." This reinforces the child's talking, gives her the support for the next level of complexity and provides new information.

The Spanish version of the videotapes adds a ***fourth language facilitation strategy***. The fourth strategy specifically addresses the needs of children who are learning two languages simultaneously.

R*epita...****O****tra vez en español.* "Repeat again in Spanish" is a strategy that is designed for families that speak Spanish at home. Children who are learning two languages simultaneously frequently mix the two languages. In order to strengthen the language spoken in the home, this strategy encourages parents to repeat mixed phrases entirely in Spanish. For example, if a child

says, "Yo veo el *shark*." the parent or teacher would repeat the phrase entirely in Spanish: "Yo veo el *tiburón*." Repeating the phrase in Spanish helps build the child's Spanish vocabulary and language skills.

Language and Books. Language around picture book reading has been identified as a critical language experience leading to school success. Picture book interactions provide a very rich opportunity for young children to learn language and early literacy skills. The picture book setting--when adults and children share interaction around picture books--encourages children to talk and elicits teaching behaviors from parents, as they label pictures and provide feedback for their child (Ninio & Bruner, 1978; Wells, 1985; Whitehurst et al., 1988).

Language and Play. Play is an activity in which young children spend a significant amount of time (Rubin, Fein, & Vandenberg, 1983) and is an ideal context for learning (Bruner, 1972; Garvey, 1977). The natural context provided by play activities has been used successfully to facilitate language and early literacy acquisition with typically developing children and children with disabilities (Linder, 1993).

Play appears to facilitate the representational abilities that serve as a foundation for language and literacy development and provides children with opportunities to learn about the various functions and uses of print and language (Cazden 1984; Morrow, 1989; Pellegrini, 1982).

Cultural Relevance

The **Language is the Key** training model was developed with careful attention to how culture influences adult-child interactions. Play is a rich environment for communication development for young children across cultures (Nagasaki, Katayama & Morimoto, 1993). Early exposure to picture books also occurs across a variety of cultures and ethnic groups (Teale, 1984). The training program and videotape scripts were submitted for review to early childhood experts representative of diverse cultural backgrounds to assure broad cultural relevance.

Principles of Adult Learning

The **Language is the Key** training model includes training features that have been shown to be the most effective in teaching adults (Joyce & Showers, 1980). These include: presentation of the underlying theory, observation of the method as demonstrated by experts, practice of the method and coaching in real situations. Training staff to provide each other with constructive feedback and assist each other in setting goals (peer coaching) has proven to be an effective means of increasing desired teaching behaviors and communication (Hendrickson, Gardner, Kaiser & Riley, 1993; Miller, Harris, & Watanabe, 1991).

IV. PRESENTING THE COURSE TO EARLY CHILDHOOD PROGRAM STAFF

Training staff to use the strategies and to train parents consists of four sessions: sessions one and two for content information, and sessions three and four for information on ways to train others effectively. In the following pages you will find recommended agendas for each of the four sessions and technical information and tips for a smooth presentation. Handouts for reproduction are included in the Appendices.

Background Information for Trainers: Before teaching this class we strongly recommend that you review the information in Appendix 1 - Background Information for Trainers. You will find detailed examples of the language facilitation strategies and how children benefit. For in-depth courses, these materials can be used as handouts.

SESSION 1.
Language is the Key: *Talking and Books*

Using Picture Books to Build Language- Overview

During this session participants view a videotape, *Talking and Books* and practice the three strategies to facilitate children's language during picture book time. In addition, early language and literacy development, and the role of picture book reading in enhancing language development are discussed.

Summary of the videotape -The videotape, *Talking and Books*, begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during picture book time is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and three specific language facilitation strategies are presented.

Key Points

- Looking at picture books with an adult or older peer helps build language in young children.
- Children learn to talk from listening, making sounds and gestures.
- Children begin to say single words, then begin to put two or three words together to make simple sentences.
- Children look at and talk about pictures in books before they are interested in the printed words.
- Adults are like a bridge between a young child and the world.
- Using the **CAR** strategies is a very effective way to improve children's language abilities.

GOALS FOR SESSION 1

1. Participants will be prepared to use the three picture book strategies for building language production in young children.
2. Participants will be prepared to use peer coaching techniques in order to practice the strategies with another participant.
3. Participants will have introductory information about finding books with multicultural themes in the local public library.
4. Participants will be able to select appropriate books for picture book language building activities.

Agenda for Session 1: Using Picture Books to Build Language

1. Why are picture books helpful in building language in young children?
2. What kind of language and book behaviors can you expect children to engage in? Foundations of early language and literacy development.
3. How you can help build children's language using picture books. Presentation of videotape and practice.
4. Selecting books for picture book language building.
5. How to improve your skills in using picture books to build language.

Handouts for Session 1

- Why Use Picture Books for Language Development?
- Foundations of Early Language and Literacy Development
- **CAR** (Summary of the Three Strategies)
- Talking About Books: How do you do it?
- Selecting Books for Picture Book Language Building
- Finding Multicultural Books at the Public Library
- Peer Coaching (Description)
- Peer Coaching Discussion Guide

Session 1: Using Picture Books to Build Language

Trainer Guide/Annotated Agenda
(Total Time: about 90 minutes)

Introductions and Welcome
Review Agenda

Materials
Videotape:
Talking and Books
VCR
Monitor
Handouts
Selection of children's books
(at least two per trainee)

1. *Why are picture books helpful in building language?* (10 minutes)

Handouts: Why Use Picture Books for Language Development
Activities: Review handout.

Things To Emphasize

- Picture books give children something to talk about.
- If you want children to talk during book time, be quiet and patient.
- Don't always read the book--have a conversation about the pictures.
- Children are more likely to talk if **they** get to choose the subject or book.
- Adults can learn very quickly to do simple things--like waiting patiently or asking good questions--to get children to talk more.
- Past research has shown big language gains when simple strategies are used with children -- both with and without disabilities.
- Looking at books is developmentally appropriate--it's a good fit for children, teachers and families in the preschool years. Good match for many cultures.

2. *What kind of language and book behaviors can you expect children to engage in? Foundations of early language and literacy development.* (10 minutes)

Handouts: Foundations of Early Language and Literacy Development
Activities: Review handout

Things To Emphasize

- Most young children are interested in books. They may want to hold the book, turn it around, open it up and turn some pages. Very young children may pat the pages and point to pictures and just listen to you talk or read. This is a perfectly normal way for the young child to begin using books. Older children may begin to comment about the pictures and ask you questions about the story.
- At about 12 months of age, many children will begin saying single words. Around 2 years of age the typically developing child will start to put two words together and then form sentences of even three, four or more words. Gradually their sentences will resemble those of adults.
- Children who are learning more than one language may mix words from both languages.

3. *How you can help build children's language using picture books.* (35 minutes)

Handouts: **CAR** (Summary of the Three Strategies)
Talking About Books: How do you do it?
Activities: Present videotape: ***Talking and Books***. Videotape demonstrates each strategy.
Review handouts.

Activities (cont.):

Have participants practice strategies with a partner. One partner is the adult, one is the child. Start with commenting. After adult partner practices with at least 10 comments, have them switch roles. Continue with questioning, and then responding.

Things To Emphasize

- These strategies are simple to use and learn -- Just remember **CAR**

  Before the child talks: **C**omment and wait

  Ask questions and wait

  After the child talks: **R**espond by adding a little more
- The Five Second Rule: Remember to count to 5 to yourself to make sure you give the child enough time to respond.
- Let the child choose the book. Or pick a book that you know is a favorite.
- Just like adults, children might need a little practice to get the hang of talking about books. Don't give up if the child does not respond right away.
- You may need to adjust questioning and books based on the developmental level of the child.
- In some cases you may need to read the story or talk about the pictures yourself first. This will help the child become familiar with the book.

4. *Selecting books for picture book language building.* (15 minutes)

Handouts: Guidelines for Selecting Books for Picture Book Language Building
Finding Multicultural Books at the Public Library

Activities: Review handouts.
Participants pair up and select books, one they think is a good choice for picture-book language work and one that is not. Ask them to share reasons with group.

Things To Emphasize

- Choose books that are interesting, diverse, action-filled, with interesting pictures.
- Choose books with limited text.
- Choose books with more than ten pages.
- Books that vary according to the tastes, interests, and developmental level of child.
- Books that are a good culture match or "culture-free."

5. How to improve your skills in using picture books to build language. (20 minutes)

Handouts: Peer Coaching Description
Peer Coaching Discussion Guide

Activities: Review handouts.
Peer coaching explanation and set up.
Model a peer coaching session.

Closing: Practice for 15 minutes, 3 to 5 days a week before the next session. Keep a reflective journal.

Alternative Training Formats for Session 1. Instead of presenting the complete video following the introductory discussion, the facilitator may want to use more interactive format by presenting video segments separately and discussing each component. The videotape can be stopped after the sections describing the importance of language and language development and participants can discuss these topics. The facilitation strategies can also be presented separately with participant discussion and practice following segments at the videotape presentation that demonstrate individual three strategies.

Discussion Questions and Activities for Session 1

1. Ask participants to describe the language of a child they are familiar with and talk about what they remember about how the child developed language.
   How did your child start to talk?
   What kinds of words does your child say?
2. Ask participants to talk about situations when their children talk the most and list strategies they use to get their children to talk.
   Tell me the things you do to get children to talk.
3. Ask participants to describe their child's interest in books and print.
   What kinds of books does your child like?
   What does he do with books?

PRESENTATION TIPS

Try not to talk for more than 15 minutes without getting audience feedback or involving them in the discussion or an activity.

Begin each topic with a *discussion question* for participants.

Ask questions that help participants relate the training topic to their own experiences.

At the end of the session, introduce topic for next session and make sure participants are aware of schedule and location arrangements.

FREQUENTLY ASKED QUESTIONS FOR SESSION 1

Is it OK to read the book to the child? It is important to read to children. But for language building activities, we recommend you read little and listen a lot! We found that it is difficult for most adults to **not** read when given a book. For this reason, it is important to practice not reading. Reading the text does not provide an opportunity for the child to talk. In order to become proficient at using the strategies, trainees need to practice making comments, asking questions and responding by adding a little more. Some children may insist that you read the text, especially if it is a book they are used to reading with you. You can alternate reading and talking about the pictures. Your child will usually let you know when to read and when to talk. If the book has a lot of text you can just read a few sentences and then talk about the pictures. The important thing is to provide opportunities for the child to talk.

Do these strategies work with groups? You can use these strategies with groups of 2-3 children.

What age groups do these strategies work with best? Because these strategies are responsive to the child and follow the child's lead, they can be used with children at different ages. They work best with young children who are beginning to learn language and are not yet able to read. Younger children will respond by labeling pictures while older children will talk about the story and other related events. In general, these strategies work best with children whose "language age" falls in the 2.5 - 4 year old age range.

What kinds of books are best? Children each have their own individual preferences. The most important thing is that the child is interested in looking at the book. It is a good idea to have a variety of different types of books that present varied pictures and themes: action books, storybooks, informational books, books with simple graphics and books with detailed pictures, wordless books and books with simple text. Usually, counting and alphabet books are the least successful choices (See pp. 43-45 for a list of recommended books).

When is the best time to look at books? The best time to look at books is during a quiet time in the day when there are no major distractions. At home, bedtime is usually a good time. In the classroom picture book time can become part of the daily routine, maybe after snack or lunch when children are ready for quiet activities.

How long should we look at books for? It will depend on the child's interest, on how he or she is feeling and on what is happening in the immediate environment. We have found that setting aside 15 minutes works well.

What if the child wants to start at the back of the book, or skip pages? Follow the child's lead. The goal is to get the child to talk so it's OK to start by talking about what the child is focused on even if it's the back of the book. For older children, you may want to find out how the story begins or what happened on skipped pages to introduce the child to basic book conventions.

What if the child wants to look at the same book over and over? Follow the child's lead. This happens quite often. Many young children love repetition and learn easier when things are familiar and predictable. Reading the same book over and over gives excellent opportunities to practice talking.

What if the child just doesn't want to look at books? Don't give up if the child does not respond right away. In some cases you may need to read the story or talk about the pictures yourself first. Once the child is familiar with the story, she will have a lot to talk about (e.g., predicting what will happen next). If the child still does not show interest, then set aside the books and try a little later or wait until the next day.

What if parents don't have the money to buy books? Be sure to provide information on how to access the public library. Also, magazines and catalogues that are interesting for the child are excellent resources.

SESSION 2.
Language is the Key: *Talking and Play*

Using Play to Build Language - Overview

During this session participants view the videotape *Talking and Play* and practice applying the same three language facilitation strategies in a new setting: play. In addition, the development and the role of play in enhancing language development is discussed.

Summary of the videotape - The videotape, *Talking and Play*, begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during play is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and the three specific language facilitation strategies are presented.

Key Points

- Playing helps build language in young children: play and language develop together.
- There are different types of play. Any safe object can be a toy.
- Adults are like a bridge between a young child and the world. They help the child learn the meaning of words and how to use them.

GOALS FOR SESSION 2

1. Participants will be prepared to use the three language facilitation strategies for building language production in young children.
2. Participants will examine their use of picture book strategies and peer coaching techniques (Follow-up to Session 1).
3. Participants will be able to select appropriate toys for language building activities during play.

Agenda for Session 2: Using Play to Build Language

1. Feedback and questions about Session 1.
2. Why is the play setting helpful in building language in young children?
3. What kind of play behaviors can you expect children to engage in? Foundations of play development.
4. How to build children's language during play. Presentation of videotape and practice.
5. Selecting toys for language building during play.

Handouts for Session 2

- Language and Play
- Play Basics
- **CAR** (Summary of Three Strategies)
- Selecting Toys

Session 2: Using Play to Build Language

Trainer Guide/Annotated Agenda
(Total Time: about 90 minutes)

Materials
Videotape:
Talking and Play
VCR
Monitor
Handouts
Selection of toys

Introductions and Welcome
Review Agenda

1. *Feedback and questions about Session 1.* (15 minutes)

Activities: Ask participants to share experiences using storybook reading strategies since Session 1.
- What was easy?
- Anything that was particularly hard to do?
- How about the reflective journals?
- Peer coaching?

2. *Why is the play setting helpful in building language in young children?* (15 minutes)

Handouts: Language and Play
Activities: Review handout.
Encourage participants to share their own experiences in using play to facilitate language. Ask them to identify ways in which play offers special opportunities for enhancing language development.

Things To Emphasize

- In play children use real objects and tangible materials. These are less abstract than books.
- More complex play (like pretend play) leads to more complex language.
- Play is fun!

3. *What kind of play behaviors can you expect children to engage in? Foundations of play development.* (10 minutes)

Handouts: Play Basics.
Activities: Review handout.

Things To Emphasize

- When children begin to talk they also begin to play with objects and toys in a symbolic manner (e.g, pretending to drink from a cup, putting a doll to bed, pretending a block is a car).
- Later children engage in make believe activities where they use imaginary objects and pretend to be various characters.
- At first children tend to use one action or object at a time, then gradually learn to combine them to create sequences and stories.

4. *How you can help build children's language using play.* (30 minutes)

Handouts: **CAR** (Summary of the Three Strategies).

Activities: Present videotape: ***Talking and Play***. Videotape demonstrates each strategy.
Review handouts.
Have participants practice strategies with a partner. One partner is the adult, one is the child. Start with commenting. After adult partner practices with at least 10 comments, have them switch roles. Continue with questioning, and then responding.

Things To Emphasize

- These strategies are easy to use and learn - - Just remember **CAR**
  Before the child talks: **C**omment and wait
  Ask a question and wait
  After the child talks: **R**espond by adding a little more
- Using the strategies during play may take more practice than using strategies with books.
- When making comments during play, describe what the child is doing just like the play-by-play announcer in a televised football game. (For example: "You are putting a roof on the dog house" or "The horse is going into the box.").
- Children love it when adults are active play partners. Don't be afraid to play like a child!
- The Five Second Rule: Remember to count to 5 to give the child enough time to respond.
- Let the child choose the toys or the activity.
- Just like adults, children might need a little practice to get the hang of talking about the toys or what he or she is doing. Don't give up if the child does not respond right away.
- You will need to adjust questioning based on the developmental level of the child.
- In some cases you may need to help the child become more comfortable with the play activity by beginning to play or explore objects yourself first.

5. *Selecting toys for play language building.* (15 minutes)

Handouts: Selecting Toys.

Activities: Review handout.
Ask participants to describe characteristics of toys and objects they have found to be helpful for facilitating language.

Closing: Practice for 15 minutes, 3 to 5 days a week before Session 3.
Maintain peer coaching and reflective journal.

Things To Emphasize

- Toys and objects should be safe.
- Use both structured and unstructured toys and materials.
- Toys will vary according to tastes, interests and developmental level of child.
- Good culture match or "culture-free" toys.

Alternative Training Formats for Session 2. Instead of presenting the complete video following the introductory topics, the facilitator may want to present video segments separately and discuss each component. The videotape can be stopped after the sections describing the importance of language and language development and participants can discuss these topics. The facilitation strategies can also be presented separately with participant discussion and practice following videotape presentation of each of the three strategies.

SESSION 3.
Language is the Key: *Working Effectively in a Multicultural Environment*

How Culture Influences Behavior and Language Development - Overview

The primary focus of this session is cultural and linguistic diversity. Participants will be encouraged to reflect upon their own cultural values and beliefs and to discuss their personal experiences with cultural and linguistic diversity. Information will be provided on how culture influences behaviors and the development of language.

Key Points

- Knowing ourselves helps us understand others better. Developing self-awareness about our own cultural beliefs is an important step to developing a good relationship with children and families from diverse cultural and linguistic backgrounds.
- Avoid stereotypes. Each individual has a unique cultural experience based on the complex interaction of many factors. Therefore, there is tremendous diversity within specific cultural groups.
- Cultural and linguistic diversity are assets and should be supported.

GOALS FOR SESSION 3

1. Participants will become aware of major issues related to working with children and families in a multicultural environment.
2. Participants will have introductory information about the role of heritage language development in overall language development of children raised in a bilingual context.
3. Participants will learn how to use interpreters effectively.
4. Participants will examine their use of language facilitation strategies during picture book and playtime as well as peer coaching techniques.

Agenda for Session 3: Working Effectively in a Multicultural Environment

1. Feedback and questions from Session 2.
2. Parent and family roles in promoting their children's heritage language development.
3. Working with children and families in a multicultural environment.
4. Working with interpreters.

Handouts for Session 3

- Facilitating Language Development in Young Bilingual Children
- Guidelines for Using Interpreters in Preschool Programs
- Cultural Competence
- Cultural Variations: Aspects to Consider

Parents have busy schedules. What if they just don't have the time to sit down and play with their child? The language facilitation strategies can be easily used in activities other than play: during snack or lunch, driving the car, taking a bath, on a walk...

What if parents don't have money to buy toys? No particular objects or toys are needed to implement the language facilitation strategies. Parents can comment, ask questions, and respond to comments during any kind of activity they may be engaged in with their child. Remind parents that safe household objects make great toys.

Discussion Questions and Activities for Session 2

1. Ask participants to describe the language of a child they are familiar with and talk about what they remember about how the child developed language.
   How did your child start to talk?
   What kinds of words does your child say?
2. Ask participants to talk about situations when their children talk the most and list strategies they use to get their children to talk.
   Tell me the things you do to get children to talk.
3. Ask participants to describe different types of play activities their children engage in.
   How does your child like to play?
4. Ask participants to describe their children's favorite activities and toys.
   What kinds of toys does your child like?
   What does your child do with the toys?
5. Ask participants if they have observed whether children seem to talk more in certain types of play situations or using certain types of toys or objects.
   Have you noticed play situations in which your child seems to speak more?
   Which ones? With which kinds of toys? With which types of adult scaffolding?

FREQUENTLY ASKED QUESTIONS FOR SESSION 2

Do these strategies work with groups? You can use these strategies with groups of 2-3 children.

What age groups do these strategies work with best? Because these strategies are responsive to the child and follow the child's lead, they can be used with children at different ages. With younger children you may focus more on labeling objects and describing simple actions, while with older children you may engage in more elaborate conversations, imaginary dialogues, and paraphrasing.

What kinds of play and toys are best? Children each have their own individual preferences. The most important thing is that the child is interested in the activity and materials. It is a good idea to have a variety of different types of toys and materials. Some children like structured toys while other may prefer materials that can be used in many ways. Some children may be more attracted by strong visual (e.g., bright colors) or auditory (e.g., objects that make noise) features, while others may prefer objects that have interesting tactile characteristics (e.g., playdough) or that have parts to manipulate (e.g., car wheels).

When and where is it best to play? Play is children's work. That's what they do best! Children are engaged in some kind of play most of the time. The best thing to do is to pick a time when you are able to set aside other activities and spend a few minutes just interacting with your child. Try to pick a location depending on which type of play children prefer (e.g., dress-up in the child's room at home or in the dramatic play area in the classroom; playdough or painting in the kitchen or close to the classroom sink).

How long should we play? It will depend on the child's interest, on how he or she is feeling and on what is happening in the immediate environment. We have found setting aside 15 minutes works well.

What if the child just doesn't want to play? Don't give up if the child does not respond right away. In some cases you may need to start playing yourself first. If the child still does not join in, suggest a different activity or change location or try again later. You may want to stand back and observe which activities your child likes to do best and at which times during the day.

Session 3: Working Effectively in a Multicultural Environment

Trainer Guide/ Annotated Agenda
(Total Time: about 75 minutes)

Materials
Handouts

Introductions and Welcome
Review Agenda

1. *Feedback and questions about Session 2.* (10 minutes)

Activities: Ask participants to share experiences using play strategies
What was easy?
Anything that was particularly hard to do?
How about the reflective journals?
Peer coaching?

2. *Parent and family roles in heritage language development.* (20 minutes)

Handouts: Facilitating Language Development in Young Bilingual Children
Activities: Review handout.

Things To Emphasize

- Learning the language your family speaks at home well, your heritage language, may give your child a boost in learning English.
- Speaking more than one language is an asset and should be fostered.
- There are different cultural patterns in language use.
- For bilingual children, code switching -- switching between two languages -- is normal.
- It is difficult to differentiate a child with a language delay from a child who is learning two languages at the same time.

3. *Working with children and families in a multicultural environment.* (30 minutes)

Handout: Cultural Competence
Cultural Variations: Aspects to Consider
Activities: Review handouts.
Encourage participants to discuss their own experiences related to cultural and linguistic diversity.
Who has had experience working with families who speak a language other than English or who are from a different cultural background? Tell us about it.

Things To Emphasize

For good educational practice in a multicultural setting--

- Be aware of your own culture and what you bring with you.
- Learn more about the culture of your students.
- Develop respect and a willingness to learn about other cultures.
- Be aware of the diversity and individual differences within groups.
- Be aware of the role of socioeconomic status.
- Be aware of the diverse levels of acculturation. Immigrant families vary in their adherence to traditional practices and beliefs.

4. *Working with interpreters.* (15 minutes)

Handouts: Guidelines for Using Interpreters in Preschool Programs

Activities: Encourage participants to discuss their own experiences related to working with interpreters.

Have any of you worked with an interpreter before?
In which setting? Tell us about your experiences.

Review handout.

Closing: Suggest participants keep reflective journals on personal experiences with cultural and linguistic diversity.

Things To Emphasize

- Select interpreters carefully.
- Take time to work with the interpreter before the meeting to prepare interpreter and yourself.
- Remember that you are talking to the family and not to the interpreter.
- Take time to meet with the interpreter after the meeting.

Alternative Training Formats For Session 3. Working effectively in a multicultural environment requires thoughtful preparation and time. Session 3 is intended as an introduction or a refresher. Programs may want to use Session 3 as a starting point for more in-depth consideration of this topic.

As an introduction, the facilitator may want to show the last segments of the English versions of the *Talking and Books* or *Talking and Play* video that refer to cultural and linguistic diversity.

As an alternative or in addition to the large group discussion of personal experiences with working with families from diverse cultural and linguistic backgrounds, participants can be divided into small groups and asked to reflect upon their own cultural values and background or talk about biases and stereotypes. Refer to the next section for specific suggestions for questions and activities.

Consider inviting a family member, a professional or other people from diverse cultural and linguistic backgrounds to comment on their experiences.

Play the card game "Barnga." (see Resources)

Discussion Questions And Activities For Session 3

1. Ask participants to reflect on the language and behavior of children from diverse backgrounds in their classrooms. What are the linguistic or other behaviors they think may be representative of cultural and linguistic variations particular to bilingual children (e.g., examples of code-switching, nonverbal communication styles, adult-child interactions, degree of familiarity with school culture).
2. Ask participants to share ways to make their classroom settings and their educational practices (assessment and curricula) more culturally sensitive.
3. Ask participants to share successful strategies they have used to communicate and involve families from diverse cultural and linguistic backgrounds.
4. Have participants discuss ways they can learn more about the values and beliefs of another cultural group.
5. Have participants share their perspectives on what they think are the values and characteristics of the culture of their own family.

    What are some of the most important values in your family?
    Who do you consider part of your family?
    What child-rearing practices do you use?
    Which kinds of foods do you eat in your family?
    How would you describe your family's communication style?
    How are family members' roles defined (e.g., mother, father, grandparents)?

6. Have participants discuss cultural stereotypes. Ask them to reflect about instances when they had certain expectations or assumptions about others based on ethnicity or socioeconomic status. Or to describe their reactions and feelings when someone made a culturally stereotypical assumption about them.

PRESENTATION TIPS

Use examples drawn from the participants' discussion to illustrate key points.

Capitalize upon the presence of participants that are knowledgeable about other cultures and languages and ask them to share information and experiences.

Discussing certain topics such as cultural stereotypes or respect for diversity may evoke strong feelings and create tension among participants. Be prepared to acknowledge these issues and emotional reactions and stress the importance of respecting individuals and diversity.

FREQUENTLY ASKED QUESTIONS FOR SESSION 3

How can I tell a language delay from a language difference? Find out about a child's knowledge of the first language by asking parents or other people who can speak that language. Observe other aspects of the child's behavior during regular class activities such as how easily they adapt to situations and learn new skills, their social interactions with adults and peers, their memory and attention span.

What do I do if the child makes mistakes in English? Providing a correct model by rewording the child's utterance usually works better than pointing out errors. Some mistakes may be due to influences of the child's first language on the second (e.g., particular word order patterns or phonetic sounds). So, if you can, find out more about the characteristics of the child's first language.

What if other children react negatively to the child who does not speak English well? It's important to promote cultural and linguistic diversity as an asset. Emphasize the advantages of knowing more than one language. Have the bilingual child teach words to other children. Include diverse cultural and linguistic materials in daily activities (toys, books, music, posters, foods, videos).

What if an interpreter is not available when I meet with parents? Ask the parent if there is an adult family member or a friend who could serve as an interpreter. If possible, contact this person before to introduce yourself and explain the general purpose of the meeting. There may also be other bilingual parents of children in your classroom or school who speak the same language and would be willing to interpret. Avoid using the child, or even an older sibling, as an interpreter.

Should I try to speak the parents' language if they do not speak English? When discussing a child's development or when conducting a parent meeting it is probably better for professionals as well as parents to speak the language they are most comfortable in! It is preferable to speak English and to use an interpreter, if you can. However, most parents will genuinely appreciate your efforts to learn a few words in their language (e.g., hello, thank you, good bye, please). Don't be embarrassed to try out a few words. It may help build a stronger relationship.

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SESSION 4.
Language is the Key: *Working with Families*

Teaching Families to Support Language Development - Overview

This session prepares participants to train families in the use of the picture book and play language facilitation strategies. First, participants examine their roles as professionals and discuss ideas for building relationships with families. Then, information is provided on effective ways to conduct the parent training sessions.

Key Points

- Attitude is important. Treat family members with respect and as equal partners. Be willing to listen.
- Emphasize the important role families play in helping their child develop language.
- Be clear in the way you communicate, get feedback to make sure you have been understood, invite dialogue and interaction.

GOALS FOR SESSION 4

1. Participants will develop awareness of issues related to family-professional relationships.
2. Participants will identify strategies for building collaborative relationships with families.
3. Participants will learn principles of effective communication.
4. Participants will have basic information on training content and effective instructional methods to use with families.

Agenda for Session 4: Working With Families

1. Establishing a collaborative relationship.
2. Communicating effectively.
3. Sharing information about language development.
4. Sharing information about looking at picture books and play.
5. Guidelines for presenting language facilitation strategies to parents

Handouts For Session 4

- Communication Styles
- Looking at Picture Books and Playing with Your Children
- Parents' Evaluation Form
- Important Information About Language Development
- **CAR** (Summary of the Three Strategies) or **CARRO**

Session 4: Working with Families

Trainer Guide/Annotated Agenda
(Total Time: about 80 minutes)

Materials
Handouts

Introductions and Welcome
Review Agenda

1. Establishing a collaborative relationship. (25 minutes)

Activities: Encourage participants to define how they see their role as a professional with respect to that of families (e.g., What are their expectations of parents?).
Identify characteristics of a positive family-professional relationship.
Have participants share successful strategies they have used to build relationships with families.

Things To Emphasize

- Family-professional collaboration is an important component of effective early childhood programs.
- Building collaborative relationships takes time and effort. They are based upon trust and mutual respect.

2. Communicating effectively. (20 minutes)

Handouts: Communication Styles
Activities: Review handout.
Ask participants to reflect upon their own communication styles and how certain aspects may facilitate or hinder interactions with people who have different styles.
Have participants give ideas for facilitating communication.

Things To Emphasize

- Differences in communication style may impact relationships and interactions.
- Watch out for miscommunications. Remediate by clarifying the message in appropriate ways (e.g., providing **specific** examples, using real objects or pictures. If you are going on a field trip to the zoo, for example, show the parent a picture of the zoo).

3. Sharing information about language development. (10 minutes)

Handouts: Important Information about Language Development
Activities: Review handout.

Things To Emphasize

- It is crucial to make parents aware of the importance of talking, listening, looking at picture books and playing with their children.
- Make sure parents realize the importance of their role in promoting the development of the child's first language, and that facilitating the first language will lead to better learning of English.
- Help parents link the information presented to their own experiences by asking them for examples of things they have observed about their own child.

4. *Sharing information about looking at picture books and play.* (10 minutes)

Handouts: Looking at Picture Books and Playing with Your Children
CAR (Summary of the Three Strategies) or **CARRO**

Activities: Review handouts.

Things To Emphasize

- It is best to organize two sessions for parents. During the first session present *Talking and Books*. During the second session present *Talking and Play*.
- Make sure parents realize the learning value of fun activities such as looking at picture books and playing with toys.
- Stress the fact that no special materials or skills are needed to implement the strategies. This is EASY!
- Make sure parents do not feel anxious about expectations.

5. *Guidelines for presenting language facilitation strategies to parents.* (15 minutes)

5.1 Present "Comment and wait."

Activities: **Present** the videotape (*Talking and Books* or *Talking and Play*).
Describe the first strategy, "**C**omment and wait."
Model at least 5-10 examples of comments.
Practice. Ask parents to pair-up. Ask one member of each pair to be the child and the other the parent. Have them practice making comments.

Things To Emphasize

- Comments should follow the child's interest.
- Comments are followed by a pause of at least 5 seconds to give the child time to talk.

5.2 Present: "Ask questions and wait."

Activities: **Describe** the second strategy, "**A**sk questions and wait."
Model at least 5-10 examples of asking questions.
Practice. Ask parents to pair-up again to practice asking questions.

Things To Emphasize

- Questions are most effective when they follow the child's interests.
- The questions can vary according to the child's ability. They can include questions with only one answer ("closed" questions) or questions that have lots of answers ("open-ended" questions).
- Questions are followed by a pause of at least 5 seconds to give the child time to talk.

5.3 Present "Respond by adding a little more."

Activities: **Describe** the third strategy, "**R**espond by adding a little more."
Model at least 5-10 examples of responding. You can make up the child's utterances, or have parents role play.
Practice. Ask parents to pair-up again and practice responding by adding a little more.

Things To Emphasize

- Your response can repeat what the child said, with a little added.
- Your response can just be on the same topic without repeating (e.g., a comment, a question, a paraphrase).

5.4 For Spanish-speaking families present "Repita—Otra vez en español."

Activities: **Describe** the fourth strategy, "**R**epita—**O**tra vez en español."
Model at least 5 examples.
Practice. Ask parents to practice in pairs.

Things To Emphasize

- It is normal for bilingual children to mix two languages.
- By building their Spanish language, you will be building the foundation for learning English.

5.5 Review and summarize the three strategies

Activities: **Summarize** the three strategies.
Restate the three strategies:
Comment and wait, **A**sk questions and wait, **R**espond by adding a little more.
Answer questions parents may have.
Practice at home. Ask parents to use the strategies at home with their child.
Have the parent identify a specific time and place for implementing the strategies.

6.0 Closing and Evaluation

Handouts: Parent Evaluation Form "Please Tell Us What You Think"

Activities: **Discuss** practical aspects of setting up parent training sessions (e.g., obtaining equipment, comfortable seating, presentation tips, handouts, recruiting participants, providing transportation).
Review the evaluation form: Please Tell Us What You Think.

Things To Emphasize

- Parents can be trained individually or in small groups.
- Parents are busy people. Call each parent before the training session.
- Find out about each parent's familiarity with the language in which the training will be presented.
- Parents may be anxious about the training. Be reassuring and relaxed.
- If giving feedback to parents while practicing the strategies, be sure to identify positive examples.
- At the end of the training, help parents think about when and where they would like to use the strategies, for how long and which kinds of books and toys they will use.
- Ask if they would like to be paired with another parent to discuss the use of the strategies as they implement them at home with their child.
- Make sure parents know how to contact you if they need additional assistance.
- Make plans for follow-up.

Alternative Training Formats for Session 4. As an alternative or in addition to the large group discussion, participants can be divided into small groups to reflect upon their communication styles and personal experiences in communicating with families. Consider inviting family members for part of the session to provide their perspective. Have trainees practice implementing the training with other participants serving as parents. This can be done at the end of Session 4 if time allows, or additional practice sessions can be scheduled. Another possibility is to have trainees videotape practice sessions, review the tapes and provide them with individual feedback.

Discussion Questions and Activities for Session 4

1. Divide participants into two groups. Have one group identify the contributions families bring to the family-professional relationship. Have the second group identify the contributions professionals bring to the family-professional relationship. Compare and discuss the lists.

2. Ask participants to think about a personal experience in which they encountered a communication breakdown or a misunderstanding. Have them share what they did or would do to clarify the message. What would you do if you could not get your message across?
3. Have participants discuss ways for developing a relationship with a family whose language they do not speak.
4. Have participants brainstorm effective ways to draw parents into a school sponsored activity.

PRESENTATION TIPS

Have a chalkboard or flip chart and write down key ideas from discussions to use later in the session.

Encourage participants to link ideas presented to their own personal experiences.

FREQUENTLY ASKED QUESTIONS FOR SESSION 4

How do I get parents to come to the training? Just sending a written invitation or memo doesn't seem to work. Setting up the training may take some prior preparation. You may want to contact parents individually when they bring their children to school or call them at home. Also, you can begin with a small group of parents you know well and ask them to contact other parents. Consider providing child care and snacks or a meal.

What can I do to make parents feel more comfortable participating in school activities? Some parents, especially those from other cultures, may feel unwelcome at school because they are not familiar with the mainstream culture of the school. It is important to tailor relationships and involvement to each individual family. While some parents may want to volunteer in the classroom, others may prefer to have you visit them at home or invite you to attend special community events. Try to get to know each parent and suggest activities that fit their interests. For example, invite parents to come and cook their favorite recipes with the class or talk about their professions or share their favorite stories.

V. PRESENTING THE COURSE TO FAMILIES

Training for family members is best conducted using **two sessions**. We recommend two sessions for several reasons.

- To increase the likelihood that parents will gain proficiency. This is more likely if two separate sessions are used. It provides an opportunity for distributed practice and skill reinforcement.
- Two separate sessions allow parents to reflect on what they have learned and return for answers to their questions.
- The first 5-7 minutes of each video are the same and appear redundant when viewed in the same session. When used in two separate sessions they reinforce important material.
- Total viewing time for the two videos *together* is 40 minutes. We think that is too much passive viewing for a single session.
- The more opportunities you have to interact with parents and draw them into your program, the better your relationship will be.

We strongly recommend that trainers review the information in Session 4, as well as the materials in Appendix 1: Background Information for Trainers. This will provide trainers with a deeper understanding of the content covered in the sessions.

A Note on Using **Language is the Key** with Spanish-speaking Parents: Parent Sessions 1 and 2 can be conducted entirely in Spanish by bilingual staff. Spanish-language handouts have been prepared to complement the Spanish-language videotapes (See Appendices). Please note that in the annotated agendas that follow we have omitted references to the fourth strategy (Repeat again in Spanish) for reasons of space and clarity. Be aware that for Spanish-speaking families the familiar **CAR** strategy becomes **CARRO**.

PARENT SESSION 1.
Language is the Key: *Talking and Books*

Using Picture Books to Build Language - Overview

During this session parents view the videotape, *Talking and Books.* Then, they practice the three strategies to facilitate children's language during picture book time. In addition, early language and literacy development, and the role of picture book reading in enhancing language development is discussed.

Summary of the videotape - The videotape, *Talking and Books*, begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during picture book time is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and three specific language facilitation strategies are presented.

Key Points

- Three easy strategies can help your child with language:

  Comment and wait, **A**sk questions and wait, **R**espond by adding a little more

  And remember to follow the child's lead.

- Parents and family are their children's first and best teachers.
- Using picture books to help children with language is extremely effective and will help children succeed in school.
- It only takes 15 to 20 minutes a day to help your child.
- Parents can help children by teaching the language that is spoken in the home.

GOALS FOR PARENT SESSION 1

1. Parents will be prepared to use the picture book strategies for building language in young children.
2. Parents will understand the importance of their role in their child's language development.

Agenda for Parent Session 1: Using Picture Books to Build Language

1. Parents and family members are children's first and best teachers. They teach language by talking and listening to their children.
2. How can parents and family members build children's language using picture books?
3. How can you improve your skills?

Handouts for Parent Session 1

- Granny and Sissy: A Fable (Una Fabula: La Abuelita y Rosita)
- Important Information about Language Development (Información Importante acerca del Desarollo del Lenguaje)
- **CAR** (Summary of the Three Strategies) (**CARRO** Summario de las Cuatro Estrategias)
- Please Tell Us What You Think (Por Favor Diganos lo Qué Piensa Usted)

Parent Session I: Using Picture Books to Build Language

Trainer Guide/Annotated Agenda
(Total Time: about I hour)

Materials
Videotape:
Talking and Books
VCR
Monitor
Handouts
Selection of books
(English or Spanish)

Introductions and Welcome
Review Agenda

1. *Parents and family members are children's first and best teachers. They teach language by talking and listening to their children.* (10 minutes)

Handouts: Granny and Sissy: A Fable
Activities: Read fable to participants.
Discuss parent/family role in children's language development.

Things To Emphasize

- Children like to look at books with an adult.
- For young children, *reading* the book is not as important as talking about the pictures.
- Children talk more when they get to choose what to talk about.
- Sometimes, adults don't wait long enough for children to talk. Give children time to talk.

2. *How can parents and family members build language using picture books?* (25 minutes)

Handouts: **CAR** (Summary of the Three Strategies)
Activities: View videotape, *Talking and Books*.
Review **CAR** handout and discuss strategies.

(See page 25-30 for a detailed description of how to present strategies to parents.)

Things To Emphasize

- Follow the child's lead.
- Count to five so you give children time enough to talk.
- Making comments is difficult for most adults. You will need to practice this skill.

3. *How can you improve your skills?* (15-20 minutes)

Handouts: Important Information about Language Development
Activities: **Model.** Select a willing participant from the audience. Role play the strategies with the participant acting as the child.
Practice. Have the parents work in pairs. Let each pair select a picture book. Each pair will role-play for 2-3 minutes with one person taking the role of the child and one person taking the role of the adult. Then have them switch roles.
Review handout. Answer questions about language development.

Things To Emphasize

- The more you practice, the better you will get and the more opportunity your child will have to learn to talk.
- Be persistent. Observe what interests your child. Build on what the child wants to do.
- It's OK if the child chooses the same book over and over.
- It's OK if the child wants to read the book from back to front, starts in the middle or does not finish a book. The idea is to get the child talking.

Alternative Training Formats for Parent Session 1. View the tapes with family members during home visits. Or, the tapes can be left with families and retrieved at the next home visit. Some programs encourage parents to check the videotapes out and take them home to view. You might also have the videotapes and a television available in your waiting area so that parents can view them while waiting for a parent/teacher conference. The tapes can be used in the same way in the office waiting rooms of physicians, dentists and the public health department.

Discussion Questions and Activities for Parent Session 1

1. Ask participants to reflect on their child's language.
   Does he use one-word, two-word or longer phrases?
   Remember when your daughter said her first word --- What was it? What kinds of things does your child say, now?
2. Ask participants to describe their child's interest in books and print.
   What kinds of books does your child like?
   What does he or she do with books?
   Where does your child go to look at books?
   Does she ask you to look at books with her?

PRESENTATION TIPS

We recommend that each parent session last about 45 minutes and include an additional 20-30 minutes for refreshments and social time.

Many programs build the training into their existing parent nights or other family events.

Offering a meal, organizing a potluck or serving dessert is a good way to get parents to attend.

Providing childcare for daytime or evening events helps increase turnout.

FREQUENTLY ASKED QUESTIONS FOR PARENT SESSION I

Please refer to pages 14 to 15 for a presentation of frequently asked questions.

PARENT SESSION 2.
Language is the Key: *Talking and Play*

Using Play to Build Language - Overview

During this session parents have the opportunity to ask questions and reflect on their use of play to build language. The three strategies are briefly reviewed. Then, parents view the videotape, *Talking and Play*.

Summary of the videotape - The videotape, *Talking and Play*, begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during play is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and the specific language facilitation strategies are presented.

Key Points

- The three easy strategies learned during the last session are also effective during play time.
  Comment and wait, **A**sk questions and wait, **R**espond by adding a little more
  And remember to follow the child's lead.
- Children learn through play. This is their "work" time.
- The strategies can also be used in settings other than play time, -- like waiting for the bus, taking a walk, doing chores, etc.
- You don't need expensive toys to use these strategies. Children can turn any household object into a toy.

GOALS FOR PARENT SESSION 2

1. Parents will be prepared to use the three language building strategies in a play setting.
2. Parents will understand the role of play in children's development.

Agenda for Parent Session 2: Using Play to Build Language

1. How did you do with the picture book activities? What questions do you have?
2. How can parents and family members build children's language using play?
3. Closing.

Handouts for Parent Session 2

- **CAR** (Summary of the Three Strategies) (**CARRO**: Sumario de las Cuatro Estrategias)
- Looking at Picture Books and Playing with Your Children (Mirando Libros Ilustrados y Jugando con sus Niños)
- Please Tell Us What You Think (Por Favor Diganos lo Qué Piensa Usted)

Parent Session 2: Using Play to Build Language

Trainer Guide/Annotated Agenda
(Total Time: about I hour)

Materials
Videotape:
Talking and Play
VCR
Monitor
Handouts
Selection of household objects and toys

Introductions and Welcome
Review Agenda

1. *How did you do with the picture book activities? What questions do you have?* (10 minutes)

Activities: Ask participants to share experiences using storybook reading strategies since Session 1.

What was easy?
Anything that was particularly hard to do?
What time of the day worked best?
Did you notice more talking from your child?
What did you learn about your child?

2. *How can parents and family members build children's language using play?* (25 minutes)

Handouts: **CAR** (Summary of the Three Strategies)

Activities: View videotape, *Talking and Play*.

Review **CAR** handout and entertain questions.
Have parents work in pairs. Let each pair select a toy or household object. Each pair will role-play for 2-3 minutes with one person taking the role of the child and one person taking the role of the adult. Then have them switch roles.

Things To Emphasize

- Follow the child's lead.
- Count to five so you give children time enough to talk.
- The more you practice, the better you will get and the more opportunity your child will have to learn to talk.
- Any safe household object can be a great "toy." You don't need expensive toys.
- Try narrating your child's play - like a play-by-play announcer on a sports event on TV. For example, "You're putting the hat on the boy." or, "The dog is barking at the cat."
- Teach other people in your family to use the same strategies.
- Use the language you are most comfortable using.

3. *Closing.* (15-20 minutes)

Handouts: Looking at Books and Playing with Your Children
Please Tell Us What You Think

Activities: Review handouts.
Answer questions.
Have parents complete evaluation form.

Alternative Training Formats for Parent Session 2. View the tapes with family members during home visits. Or, the tapes can be left with families and retrieved at the next home visit. Some programs encourage parents to check the videotapes out and take them home to view. You might also have the videotapes and a television available in your waiting area so that parent's can view them while waiting for a parent/teacher conference. The tapes can be used in the same way in the office waiting rooms of physicians, dentists, and the public health department.

Discussion Questions and Activities for Parent Session 2.

Ask participants to reflect on their child's play.

Does he talk during play?

Does she have an imaginary friend?

PRESENTATION TIPS

Parents who speak a language other than English may be confused about what language they should use at home. Encourage them to speak the language they speak best.

FREQUENTLY ASKED QUESTIONS FOR PARENT SESSION 2

Please refer to page 19 for a presentation of frequently asked questions.

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Yolen J. (1992). *Street Rhymes Around the World.* Honesdale, PA: Wordsong.

Chinese/English Books

Camp, L. (1997). *Keeping Up With Cheetah/Chay Theo Cheetah.* Black Butterfly Children.
Sheheen, D. (1987). *A Child's Picture Dictionary.* New York: Adama Books.
Wyndham, R. (1968). *Chinese Mother Goose Rhymes.* New York: Philomel Books.

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Camp, L. (1997). *Keeping Up With Cheetah/Chay Theo Cheetah.* Black Butterfly Children.
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Corpi, L. (1997). *Where Fireflies Dance/Ahi Donde Bailan Las Luciernagas.* Children's Book Press.
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McNaught, H. (1973). *500 Palabras Nuevas Para Ti.* Random House.
Reiser, L. (1996). *Margaret And Margarita/Margarita Y Margaret.* Mulberry Books.
Tabor, N. (1996). *A Taste Of The Mexican Market/ El Gusto Del Mercado Mexicano.* Watertown, MA: Charlesbridge.

Other Resources

Barnga - A card game that promotes cross-cultural awareness. Intercultural Press, P.O. Box 700, Yarmouth, ME 04096

Organizations

- American Speech, Language and Hearing Association (ASHA)
  Office of Multicultural Affairs
  10801 Rockville Pike
  Rockville, MD 20852
  1-800-498-2071
- Association for Childhood Education International
  11501 Georgia Avenue, Suite 315
  Wheaton, MD 20902
  1-800-423-3563.

- Council for Exceptional Children Division for Early Childhood
  Division for Culturally and Linguistically Diverse Exceptional Learners
  1920 Association Drive
  Reston, VA 22091-1589
  1-800-641-7824
- Council on Interracial Books for Children
  P.O. Box 1263
  New York, NY 10023
- ERIC Clearinghouse on Elementary and Early Childhood Education
  University of Illinois
  51 Gerty Drive
  Champaign, Illinois 61820-7469
  1-800-583-4135
  http://ericeece.org
- National Association for Bilingual Education
  1220 L Street NW, Suite 605
  Washington, DC 20005
  (202) 789-2866
  http://www.nabe.org
- National Association for the Education of Young Children
  1509 16th Street, N. W.
  Washington, DC 20036-1426
  1-800- 424-2460
  http://www.naeyc.org
- National Clearinghouse for Bilingual Education
  (NCBE) at the George Washington University
  1118 22nd St. NW
  Washington, D.C. 20037
  http://www.ncbe.gwu.edu
- Center for Research on Education, Diversity, and Excellence (CREDE)
  University of California, Santa Cruz
  1156 High Street
  Santa Cruz, CA 95064
  (408) 459-3500
  http://www.crede.ucsc.edu
- National Parent Network on Disability (NPND)
  1200 G Street NW, Suite 800
  Washington, DC 20005
  http://www.npnd.org
- Office of Bilingual Education and Minority Languages Affairs
  U.S. Department of Education
  600 Independence Ave., SW.
  Switzer Building
  Washington, DC 20202-65 1 0
  http://www.ed.gov/offices/OBEMLA
  email: obemla@ed.gov

Websites

Children's Books

- The Children's Literature Web Guide
  http://www.acs.ucalgary.ca/~dkbrown/lists.html
- The New York Public Library
  http://www.nypl.org/branch/kids/gloria.html
- Children's literature focusing on Latino people, history and culture
  http://latino.sscnet.ucla.edu/Latino - Bibliography.html
- Center for the Study of Books in Spanish for Children and Adolescents
  http://www.csusm.edu/campus_centers/csb
- Native American Books
  http://www.indy4.fdl.cc.nm.us/~isk/books/bookmenu.html

Other Websites

- Association for Speech, Language, and Hearing (ASHA)
  http://www.asha.org
- Council for Exceptional Children (CEC)
  http://www.cec.sped.org
- Council for Exceptional Children-Division for Early Childhood (DEC)
  http://www.soe.uwm.edu/dec/dec.html
- Council of the Great City Schools
  Programs for linguistically and culturally diverse students
  http://www.cgcs.org/services/whatworks/
- ERIC Clearinghouse on Disabilities and Gifted Education
  http://www.cec.sped.org/ericec
- National Clearinghouse for Bilingual Education (NCBE) Newsline
  http://www.ncbe.gwu.edu
- National Clearinghouse on Elementary and Early Childhood Education
  (ERIC/EECE) Digests page
  http://www.ericps.crc.uiuc.edu/eece/pubs/digests.html
- National Clearinghouse on Elementary and Early Childhood Education
  Early Childhood Research and Practice (ECRP) journal website
  http://www.ericps.crc.uiuc.edu/eece/pubs/ecrp.html
- National Clearinghouse for Professions in Special Education
  http://www.cec.sped.org/ncpse
- National Early Childhood Technical Assistance System (NEC*TAS) website
  http://www.nectas.unc.edu
- U.S. Department of Education
  http://www.ed.gov
- Washington Research Institute
  http://www.wri-edu.org/
- Zero to Three: Young Explorers. For parents and professionals.
  http://www.zerotothree.org

Language is the Key

Appendix 1

Background Information for Trainers

How to Increase Language Using CAR
Using Comments to Facilitate Language Development
Using Questions to Facilitate Language Development
Using Responses to Facilitate Language Development

How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❶ **The Overarching Teaching Strategy - Follow child's lead** Let the child show interest in a toy or book, before you begin to talk. The child will be most talkative about things she's interested in.	Present your child with a selection of books and let him choose. Carefully <u>listen</u> to what the child says as she turns the pages. For example: *Child: "Alligator!"* Follow the child's lead by talking about the alligator. *Adult: "That alligator has sharp teeth!"* Carefully observe the child as she turns the pages. For example: *(Child points to a picture of an igloo.)* Follow the child's lead by talking about the igloo. *Adult: "That house is made of snow."* *or* *"I think that house would melt in the hot sun!"*	Give the child a selection of toys and let him choose. Carefully <u>listen</u> to the child's talk in a play setting. For example: *Child: "Baby needs a nap."* Follow the child's lead by talking on the same topic: *Adult: "I think the baby is tired"* *or* *"I saw the baby yawn."* *"The baby needs a warm blanket."* Carefully <u>observe</u> the child at play. For example: *(Child is putting toys in a truck.)* Follow the child's lead by talking about what she is doing. *Adult: "You are putting a girl in the truck."* Think of your role as <u>narrating</u> what the child is doing--like a play-by-play TV announcer during a sporting event.

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Strategy	Picture Book Example	Play Example
Comment and wait Just comment on what the child is doing or seeing, or on what you are doing or seeing. Then wait. Count to 5 to give the child time to respond.	Describe a picture the child is looking at. *Adult: "This dog is dancing."* *(count to 5)* *Child: "Dog has hat!"* *or* *Adult: "Lowly Worm is swimming in the lake!"* *(count to 5)* *Child: "He's wet!"* *or* *Adult: "I like bananas!"* *(count to 5)* *Child: "I like apples!"*	Describe or comment on the toy the child is playing with. *Adult: "Your snake has a long, red tongue."* *(count to 5)* *Child: "Big nose!"* *or* *Adult: "I'm putting a duck on the train."* *(count to 5)* *Child: "Giraffe!"* *Adult: "The giraffe wants to go for a ride."* *or* *Adult: "I like that doggy."* *(count to 5)* *Child: "My doggy."*

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How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❸ Ask questions and wait Some questions have only one answer or require the child to say only one or two words. Examples: What is that? Do you like dogs? Who is this? What color is this kitty? Other questions have more than one answer or require the child to say a longer string of words. This type of question is usually more difficult for young children. Examples: What should we do next? What is the pig going to do? What are you doing? Why did the hen run in the house? Tell me about these. How do you think the girl feels about that? How do you know which type of question to use? It all depends on the language ability of the child. Try a few of each type and see if the child is ready for easy questions (questions with a short answer) or harder questions (questions that require a longer answer.)	Ask the child a question that has only one answer and wait. (Count to 5). *Adult: "What is that?"* *Child: "Rocking horse."* *or* *Adult: "Do you think the horse wants to eat grass?"* *Child: "Yes."* *or* *Ask the child a question that requires a longer answer and wait.* *Adult: "What should we do now?"* *Child: "Put baby in bed."* *or* *Adult: "Tell me about these kittens."* *Child: "This mommy, this baby, this daddy and this is me!"*	Ask the child a question that has only one answer and wait. (Don't forget to count to 5.) *Adult: "How many feet does the dog have?"* *Child: "Four."* *or* *Adult: "What color is the house?"* *Child: "Blue."* Ask the child a question that has lots of answers and wait. (Don't forget to count to 5.) *Adult: "Why did the boy hide in the toy chest?"* *Child: "Because his dog can't find him."* *or* *Adult: "What is happening here?"* *Child: "The monkey is jumping on the bed!"*

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How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❶ Respond by adding a little more This is something you do <u>after</u> your child talks. Take what your child says and make it a longer phrase. You can add new vocabulary, rephrase what the child says in a new way or turn the child's comment into a question.	After the child talks about what she sees in the book, respond by adding a few words to make a longer phrase. *Child: "Boy eating."* *Adult: "The boy is eating the toast."* Or rephrase what the child said. *Child: "This girl has a kitten on her bed."* *Adult: "The kitten is sleeping on the girl's bed."* You can also add new vocabulary. *Child: "That's a big pencil."* *Adult: "You're right! That pencil is enormous!"*	After the child talks, add a few words to make a longer phrase. *Child: "Mommy car."* *Adult: "Mommy has a big car!"* *or* *Child: "My house has grass in front."* *Adult: "Your house has a beautiful lawn in the front yard."* Or you can rephrase what the child says: *Child: "I'm hungry."* *Adult: "You must be ready for lunch!"* You can also turn the child's statement into a question. *Child: "Let's get on the bus."* *Adult: "Are you ready to get on the school bus?"*

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USING COMMENTS TO FACILITATE LANGUAGE DEVELOPMENT

Type of Comment	*Benefit*
He's eating a (pause)	Invitation to fill in the last word.
Wow, that's a big fish!	Size concept and vocabulary
I see three cats.	Number concept, vocabulary, and plural form
I wonder what he is doing?	Invitation to open-ended response
I like ice cream.	Vocabulary and model for self talk
That boy is crying.	Vocabulary, invitation to give causal response
That flea bit the mouse!	Vocabulary, past tense
We have one of those!	Invitation to talk about common item

Suggestions:

WAIT after commenting.

Keep the comments one step above complexity level of child's language.

Comment about what the child seems to be interested in.

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USING QUESTIONS TO FACILITATE LANGUAGE DEVELOPMENT

Type of Question	*Likely Response*
Where's the XXXX?	Point, no talking
Is this a XXX?	Nod yes, or no
Who broke the window?	Pointing, or one or two word response
What is this?	One or two word answer
What is she doing?	Multiple word answer about immediate topic
When did he do that?	Time concept
Where did she go?	Prepositions/Spatial concepts
What do you see?	More child choice in response
What do you like in this picture?	Child choice
What's funny in this picture?	Child choice
How did she do that?	Answer may require going beyond context of picture
Why is he doing that?	Abstract response providing explanations, causal relationships
What will happen next?	Project events in future
What would you do?	Open-ended, hypothetical response
What would happen if....?	Open-ended, hypothetical

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USING RESPONSES TO FACILITATE LANGUAGE DEVELOPMENT

Type of Response *(C = Child; T = Teacher)*	*Benefit*
Acknowledge Uh-huh, I see, etc.	Lets child know you are attending.
Repetition of child's talk C: Big blue car. T: Yes, big blue car.	Lets child know you understand.
Add one or two words C: Boy walk. T: Boy is walking.	Gives model for the next step in development.
C: Car. T: Red car.	
Change form for same idea C: The boy is walking. T: Is the boy walking?	
C: The cat is chasing the dog. T: The dog is being chased by the cat.	This shows the child there are different ways of phrasing the same meaning.
Paraphrase or comment on topic C: I have a dog. T: You got a new dog!	
C: No more crackers. T: You must be full.	
C: I like red. T: Red is my favorite color, too.	These conversational replies follow the child's topic, and provide extended vocabulary, grammar, and an opportunity for the child to talk again.

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Language is the Key

Appendix 2

Handouts/Masters for Reproduction*

**Please refer to Table 1 on pages 54-55 to determine which handouts are needed for a specific training session.*

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Table 1.
Handouts and Corresponding Training Sessions

Handouts	Staff Training: Session 1 Talking & Books	Staff Training: Session 2 Talking & Play	Staff Training: Session 3 Multicultural	Staff Training: Session 4 Training Parents	Parent Training: Session 1 Talking & Books	Parent Training: Parent Session 2 Talking & Play
Agenda Session 1- Talking & Books	p. 56					
Why Use Picture Books for Language Development	p.57					
Foundations of Language & Literacy	p.58					
CAR - Summary of the Strategies	p 59		p. 59	p. 59	p. 59	p. 59
Talking About Books: How do you do it?	p. 60					
Selecting Books for Language Building	p. 61					
Finding Multicultural Books	p.62					
Peer Coaching (Description)	p. 63					
Peer Coaching Discussion (Guide Form)	p. 64					
Agenda Session 2 - Talking & Play		p. 65				
Language and Play		p. 66				
Play Basics		p. 67				
Selecting Toys		p. 68				
Agenda Session 3 - Working in a Multicultural Environment			p. 69			
Facilitating Language Development in Young Bilingual Children			p. 70			
Guidelines for Using Interpreters			p. 71			
Cultural Variations			p. 72			
Cultural Competence			p. 73-4			
Agenda Session 4- Working with Families				p. 75		
Communication Styles				p. 76		
*Information about Language Development				p. 77	p. 71	
Looking at Picture Books and Playing with Your Children				p.78		p.78

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Table 1.
Handouts and Corresponding Training Sessions

Handouts	Staff Training: Session 1 Talking & Books	Staff Training: Session 2 Talking & Play	Staff Training: Session 3 Multicultural	Staff Training: Session 4 Training Parents	Parent Training: Session 1 Talking & Books	Parent Training: Parent Session 2 Talking & Play
*Parent Evaluation Form				p. 79	p. 79	p. 79
*Agenda Parent Session 1 - Talking and Books					p. 80	
*Granny & Sissy - A Fable					p. 81-2	
*Agenda Parent Session 2 - Talking & Play						p. 83
Handouts for Families who Speak Spanish						
Agenda para los Padres 1 - El Hablar y los Libros					p. 85	
Una Fabula: La Abuelita y Rosita					p. 86-7	
Información acerca del Desarollo del Lenguaje					p. 88	
CARRO - Summario de los Estrategias					p. 89	p.89
Parent Evaluation Form (Spanish)					p. 90	p. 90
Agenda para los Padres 2 - El Hablar y el Juguar						p. 91
Mirando Libros y Jugando						p. 92
*Spanish language version available.						
Handouts for Families who Speak Korean						
1번째 시간 – 책과 함께 말 배우기					p. 94	
우화동화: 할머니와 영이					p. 95-6	
언어능력개발을 위해 알아두어야 할 중요한 사항들					p. 97	
물한코조 (물 한 컵 줘) – 중요한 방법들 정리					p. 98	p. 98
부모 평가지 (한국어)					p. 99	p. 99
2번째 시간 – 놀이와 함께 말 배우기						p. 100
아이와 함께 그림책을 보고 놀이를 할 때						p. 101

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AGENDA

Session 1 - *Talking and Books*: Using Picture Books to Build Language

1. Why are picture books helpful in building language in young children?
2. What kind of language and book behaviors can you expect children to engage in? Foundations of early language and literacy development.
3. How you can help build children's language using picture books. Presentation of videotape and practice.
4. Selecting books for picture book language building.
5. How to improve your skills in using picture books to build language.

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WHY USE PICTURE BOOKS FOR LANGUAGE DEVELOPMENT?

- ★ Picture books give children something to talk about.
- ★ If you want children to talk during book time, be quiet and patient.
- ★ Don't always read the book--have a conversation about the pictures.
- ★ Children will talk more if they get to choose the subject or book.
- ★ Adults can learn very quickly to do simple things to get kids to talk more--like waiting patiently or asking good questions. That's why it's such a great activity for involving parents.
- ★ Past research has shown big language gains when these simple strategies are used with children--both with and without disabilities.
- ★ Looking at books is developmentally appropriate--it's a good, comfortable fit for children, teachers and families in the preschool years.

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FOUNDATIONS OF EARLY LANGUAGE AND LITERACY DEVELOPMENT

Language	Books	Print	Writing
★ Listening	★ Handling (e.g., turning pages, knowing front from back)	★ Labeling pictures	★ Scribbling
★ Gestures	★ Commenting on pictures	★ Recognizing environmental print and logos	★ Drawing recognizable figures
★ Single words	★ Telling a story	★ Recognizing familiar words (e.g., name)	★ Pretend writing
★ Two-three word combinations	★ Pretend reading	★ Naming letters	★ Printing letters
★ Adult-like sentences	★ Interest in text	★ Match letters and sounds	★ Writing familiar words (e.g., name)
		★ Reading simple words	

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Follow the child's lead

There are three simple steps.
And like a car, they're fast and easy to remember.

CAR

Comment and wait.

Ask questions and wait.

Respond by adding a little more.

When you use these strategies,
children will really begin to talk!

Talking and Books
LANGUAGE IS THE KEY
Talking and Play
LANGUAGE IS THE KEY

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LANGUAGE IS THE KEY
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TALKING ABOUT BOOKS--HOW DO YOU DO IT??

Before the child talks you can:

Comment and then wait,

- This dog has a funny hat!
- Lowly worm is swimming!
- I like bananas!

Ask questions and then wait.

- What happened here?
- Tell me about this picture.
- What's she doing?
- Why did she fall down?
- How did the frog catch the fly?

After the child talks:

Respond by adding a little bit more to the child's comment,

Child: Boy eating!
Adult: The boy is eating toast.

or

Child: Owee.
Adult: The baby has an owee.

or

Child: I like pancakes.
Adult: Me too, I like pancakes with butter!

Remember to wait - - - count to 5

Give the child time to respond.

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SELECTING BOOKS FOR PICTURE BOOK LANGUAGE BUILDING

Children all respond to different things. But here are some general guidelines that might help you select books that will stimulate talking.

Select books that...

- the child shows an interest in.
- have lively, interesting pictures with different images and action on each page.
- have pictures that vary from page to page.
- are colorful.
- have moving parts, flaps, wheels.
- with a familiar plot.
- that reflect the cultural background of the child.
- that don't have a lot of text.

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FINDING MULTICULTURAL BOOKS AT THE LIBRARY

Here are some ways to obtain books from public libraries:

IDENTIFYING THE BOOKS YOU NEED

- **Search the Library's Database**
  You can call or go to any library and conduct a "keyword" search at on the library terminals. (You can also do this from any terminal that has an email account). Or you can ask the librarian to conduct the search for you.

- **Call the Early Childhood Specialist for Assistance**
  Many libraries have Early Childhood Specialists who can help you access various resources. Often, public libraries offer more than books and have literacy and language classes for parents and other literacy and language related services.

- **Call a Branch Librarian**
  Some branches have extensive collections of books in languages other than English. Branch librarians at these locations can set aside collections of these books. They can either set the books aside at their branch or send the books they select to another branch.

  Branch librarians can be particularly helpful in helping you identify foreign language books from non-romanized alphabets, like Chinese and Japanese.

OBTAINING THE BOOKS YOU NEED

- **Order the Book from the Bookmobile**
  You can order books from your bookmobile and they will be dropped off at the next regular time.

- **Order the Book from Your Local Branch Library**
  Once you know the title of the book, you can order the book through your branch library. You can do this by calling the librarian, going to the library and placing a hold on the books you want using the terminal at the library, or you can access the library through any computer that has an email account. The library will call you when the books are available.

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PEER COACHING

What is Peer Coaching?

Peer coaching is a very effective type of "on the job" training.
Teachers take turns observing each other implement teaching strategies and providing each other with constructive feedback.

Goals of Peer Coaching

1) Peer coaching will help you use picture books to build language.

2) Peer coaching is an opportunity for two or more staff members to reflect on and exchange ideas on language facilitation strategies with young children who are linguistically diverse.

3.) Peer coaching helps staff learn to provide constructive feedback to each other.

Implementation

One staff member (teacher) implements strategies with child.
The other (coach) observes and takes notes on both the teacher and child behaviors and language. Teacher and coach complete Peer Coaching Discussion Guide.

Steps for Completion of Peer Coaching Discussion Guide

1) Teacher tells things she liked about the session.
2) Teachers tells what she would change.
3) Coach shares observations on teacher use of strategies.
4) Coach shares observations on child's behavior.
5) Coach states positive observations.
6) Coach offers suggestions for teacher to try.
7) Teacher sets goals and identifies strategies for next session.

References

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Tharp, R., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning and schooling in social context.* New York: Cambridge University Press.

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PEER COACHING DISCUSSION GUIDE

Teacher: **Date:**

Coach: **Activity:**

Teacher Self-Assessment

What teacher liked about session:

What teacher would change:

Coach Observations

Teacher behaviors:

Child behaviors:

Coach Feedback

Things to continue:

Things to consider changing:

Teacher Goals and Suggestions for Next Session

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AGENDA

Session 2 - *Talking and Play*: Using Play to Build Language

1. Feedback and questions about Session 1.
2. Why is the play setting helpful in building language in young children?
3. What kind of play behaviors can you expect children to engage in? Foundations of play development.
4. How you can help build children's language during play?
5. Selecting toys for language building during play.

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LANGUAGE AND PLAY

Why is play helpful in building language in young children?
Children like to play!

- ★ Play is fun for children.
- ★ When children play they don't have to have a goal or product.
- ★ Children are in control. They can choose what to play with and decide on rules and activities that are meaningful to them.
- ★ Children like to play with adults who can play at the child's level.

During play, children practice talking and learn language skills.

- ★ Children feel free to experiment with words.
- ★ Children can practice new words and phrases without worrying about being "right."

Play helps children learn about symbols and get ready for reading.

- ★ In play, children learn that one object can be used to represent another (e.g., pretending a block is a car).
- ★ This helps them understand that letters and words are also symbols and can represent objects, people, events and ideas.

Play and early language grow together

- ★ Symbolic play emerges around 12-15 months, about the same age as children first begin to use words.
- ★ Using a toy for more than one action (e.g., feeding a doll then putting the doll to bed) occurs at the same time as using multiword utterances.

What kinds of toys are the best for enhancing language?

- ★ Unstructured toys that can be used in many ways. There is no "right" way to use them. These toys offer children lots of opportunities to be creative.
- ★ Unstructured toys and materials can be used for diverse forms of play:
  - Manipulation (paper, paint, clay, sand, water)
  - Construction (blocks, legos, tinker toys)
  - Dramatic (miniature people, cars, dolls, puppets, dress-up clothes)

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PLAY BASICS

Categories of Play	Development of Play
★ Exploratory or sensorimotor play -activities done for creating physical sensations	★ Sensorimotor exploration -manipulation of objects using sensory and motor actions (e.g., mouthing, banging)
★ Functional play -using objects for the purposes for which they were intended	★ Functional use -using objects in a conventional manner (e.g, stirring with spoon)
★ Constructive play -using objects to construct or build	★ Symbolic object use -using one object to represent another (e.g., using a block for a car) Single actions: one action (e.g., feeding doll) Combinatorial: multiple related actions (e.g., feeding doll, putting doll to sleep)
★ Dramatic play -involves pretending	★ Dramatic thematic play -fantasy role play.
★ Games-with-rules play -activities with accepted rules or limits	
★ Rough-and-tumble play -play that is boisterous and physical	

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SELECTING TOYS

Make sure toys and materials are safe and durable. Toys should be easily washed, nontoxic, lead-free with no sharp pieces or splinters.

★ Have a toys that are representative of a variety of cultures, such as dolls of different ethnic groups, pretend foods and dress-up clothes from different countries.

★ Have toys that appeal to both girls and boys, e.g., dolls and art materials as well as cars and trucks.

★ Have toys and materials that do not have clearly defined uses as well as toys that are realistic. Using toys and materials in numerous ways helps learn about symbols.

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AGENDA

Session 3: Working Effectively in Multicultural Environments

1. Feedback and questions from Session 2.
2. Parent and family roles in promoting their children's heritage language development.
3. Working with children and families in a multicultural environment.
4. Working with interpreters.

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FACILITATING LANGUAGE DEVELOPMENT IN YOUNG BILINGUAL CHILDREN

More than one fifth of American children come from families in which languages other than English are spoken. 141 different languages are spoken by Head Start children and over 100 languages are spoken by Head Start staff. States with highest number of different languages are: WA, TX, AZ, FL, CA, MA.

PRINCIPLES OF BILINGUAL LANGUAGE DEVELOPMENT

Value bilingualism and encourage maintenance of native language

There are cognitive, social and economic advantages to knowing more than one language.

- ➤ Knowing that a same thing can be expressed in different ways helps thinking become more flexible.
- ➤ Communication is possible with a broader variety of people.
- ➤ More job opportunities.

Social status influence of native language

- ➤ Children whose native language has a higher social status (e.g., English-speaking children in Quebec) tend to have fewer problems than children whose native language has a lower social status (e.g., Spanish-speaking children in North America).

Different types of bilingualism

Simultaneous: both languages are learned before the age of 3; children have high exposure and use of both languages (e.g., speak Spanish at home and in neighborhood and speak English in school and larger community).

Receptive: children have high exposure to both languages, but little opportunity to use one (e.g., hear Mandarin spoken at home and English spoken at school, but use English-only at home and at school).

Successive: Learning of second language after first is established (e.g., English-speaking 5-year-old child moves to Italy). Rapid or slow acquisition depends on opportunities to use second language (e.g., goes to local Italian school or International School where English is spoken; family socializes with Italians or with closed group of English-speaking community).

Unequal development of both languages

Predominance of one language as a function of context.

Bilingual language development may differ from monolingual language development.

- ➤ Temporary lag in both languages.
- ➤ Code-switching (e.g., Yo estaba PLAYendo).
- ➤ Total vocabulary and language skills may be similar to monolingual child.

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CULTURAL COMPETENCE

In order to be effective in a multicultural environment we need to:

★ Be aware of cultural characteristics (socialization values, communication styles, family structures, child-rearing practices).

★ Be aware of our own culture and prejudices and how these affect our behavior.

★ Maintain respect for other cultures and be willing to learn about them.

★ Recognize that there is diversity and individual variation within cultural groups.

★ Be aware of the role of socioeconomic status. People from similar socioeconomic status and different cultures may have more in common than people with different socioeconomic status within the same culture.

★ Recognize that different families have different levels of acculturation.

★ A person's culture involves a dynamic process of interaction with the environment.

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CULTURAL VARIATIONS: ASPECTS TO CONSIDER

Each of these four aspects of cultural variation can be viewed as a continuum (e.g. Independence/Dependence and everything in between).

Beliefs	Communication Style	Family Structure	Views on Child-Rearing
★ Independence/ dependence	★ Directedness/ emphasis on nonverbal cues and context	★ Nuclear family / extended family	★ Child-centered/adult-centered
★ Focus on individual/focus on community	★ Informality/ politeness and tact	★ Hierarchical structure /equal partnership	★ Encouragement of autonomy / nurturing and indulgence
★ Competition/ collaboration	★ Open expression of feelings /verbal and emotional restraint	★ Independence/strong ties	★ Expectations for boys and girls
★ Role of religion and spiritual values		★ Role of older siblings	★ Expectations for discipline and moral education
★ Goal attainment orientation/ present time orientation			★ Respect for academic learning

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GUIDELINES FOR USING INTERPRETERS IN PRESCHOOL PROGRAMS

HOW TO SELECT AN INTERPRETER

- Use trained interpreters, not just whoever happens to be available. Many discipline-specific terms are difficult to translate and the meaning of important phrases may be lost easily in the translations.

  Be sure interpreter speaks the particular dialect or regional variation which the child and parents are familiar with.

- If possible, the interpreter should be equally fluent in both languages (e.g., a child may use terms in both languages (code switching) during the assessment).

- Be sure the person is comfortable with parents and children.

- Be sure the person is likely to be available on a long-term basis so that a same interpreter is used consistently with a same child or family.

- Preferably, the person should live in the close community.

BEFORE THE MEETING

Make sure the interpreters understand the purpose of the meeting so that they can convey and translate meanings in an accurate manner.

- Explain basic early childhood and special education procedures

- Spend time before the meeting to acquaint the interpreter with the purpose of the meeting (i.e., parent meetings, assessment) and explain the most important aspects of the meeting (i.e., content of meeting, test administration procedures, avoiding unintentional prompting of answers).

- Encourage interpreters to ask for clarifications and take notes so that information is not forgotten.

- Ask the interpreter for information about the child's and family's culture:
  - Protocols and forms of address
  - Interaction styles
  - A few basic words and sentences in family's language
  - Specific culture's belief or perspective on related issues, i.e., disability, early intervention, child-rearing practices, etc.

Be aware that the meeting may take longer than usual because of the need to assure careful translation.

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DURING THE MEETING

- Introduce everyone to each other and describe roles and purpose of the meeting. Be sure to ask how family members wish to be called and the correct pronunciation of their names.
- Talk directly to child or family, not the interpreter.
- Use short phrases, avoid jargon and idioms, provide concrete examples, and use simple and concise language.
- Do not oversimplify important explanations.
- Periodically check on the child's and family's understanding and accuracy of the translation by asking them to repeat what has been communicated in their own words (do not ask: "Do you understand?").

AFTER THE MEETING

- Spend time with the interpreter after the meeting to check understandings and clarify additional points.
- Ask interpreter for information on how the child or family may have perceived the situation from their cultural perspective and beliefs.
- Ask interpreter what information the family has offered about their language and culture.
- Avoid overgeneralizing. Use the interpreter to clarify what behaviors are language and culture specific and which are due to individual differences.

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AGENDA

Session 4: Working with Families

1. Establishing a collaborative relationship.
2. Communicating effectively.
3. Sharing information about language development.
4. Sharing information about looking at picture books and play.
5. Guidelines for presenting language facilitation strategies to parents.

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COMMUNICATION STYLES

High-context versus low-context

- *High-context communication:* Most of the information to be communicated is in the physical context or internalized in the person. Characterized by less talk -- nonverbal communication, indirectness, conditional speech, silence.
- *Low-context communication:* Most of the communicative information is conveyed verbally. Characterized by verbal communication -- talking.

There are wide variations in people's communication styles. Most do not fit neatly into a category, but present unique combinations. Also, an individual's communications style will vary according to the context and type of interaction. We communicate differently with a friend than with a stranger; at a formal event and at home.

Aspects to consider in thinking about one's communication style:

- *Amount of talk:* Some people like to talk to communicate everything: ideas, feelings, preferences, explanations, directions... Others prefer to communicate nonverbally through facial expressions and body gestures (a smile, a nod of the head). Also, many people do both: talk and gesture at the same time!
  - Be observant of facial expressions and body gestures.
  - Do not assume that people who do not talk much are noncommunicative.

- *Silence:* Some people feel quite comfortable being around other people without talking, while others feel that they must to talk all the time.
  - Remember that pauses or a few moments of silence during conversations are OK.
  - Be aware that silence may make some people uneasy, so be sure to maintain contact nonverbally during pauses.

- *Directness:* Some people prefer to say things the way they are while others may just give hints and let you do some guessing!
  - Be observant of facial expressions and body language.
  - Be aware that some people may take offense if things are expressed too directly.
  - People who say things too directly may not mean to be rude or lack respect.

- *Expression of feelings:* Some people feel OK about sharing even intimate feelings, but others have more restraint especially with people outside of their close family and circle of friends.
  - Make sure that feelings expressed are appropriate to the situation.

- *Formality:* Some people use different styles of language depending on their relationship with the person (e.g., close friend versus stranger) with whom they are talking, while others don't change their style very much.
  - Be aware of the type of relationship you have with the person you are talking to.

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IMPORTANT INFORMATION ABOUT LANGUAGE DEVELOPMENT

❖❖❖

- ★ Understanding language and using language is the key to school success, especially reading.
- ★ Children who are talked to more, and in the right ways, do better in school and have higher IQ scores.
- ★ The time from birth to four is an especially important period for talking and listening to children.
- ★ Talking and listening to children when you are looking at picture books or playing together is an easy way to help children learn to talk and understand more.
- ★ Helping a child learn their first language -- the language they speak at home -- will help them learn English.
- ★ Children who are learning two languages will mix the two languages together. This is OK and very normal.
- ★ Parents can help their children by teaching them the language spoken at home.

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LOOKING AT PICTURE BOOKS AND PLAYING WITH YOUR CHILDREN

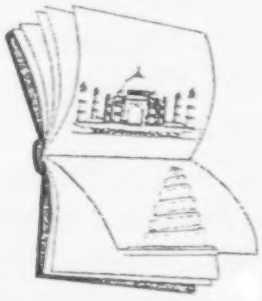
❖ ❖ ❖

- You don't have to be a championship reader to use picture books to encourage your child to talk. In fact, it is better if you talk more and read less.

- You don't need any special toys to play with your child - just ordinary objects from around the house. Cups and saucers, empty boxes, sticks from parks, old clothes, silly hats!

- The most important thing is to *make it fun.* You can make it fun for your child by letting your child take the lead: They can choose the book or the toy, and choose what to look at and talk about in the book or in play.

- Children talk more and listen better when they do the choosing. Talk about what your child is interested in.



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PLEASE TELL US WHAT YOU THINK

1. Did you find this presentation useful? Please tell us why or why not.

2. Do you think you will try to use some of these strategies? (**C**omment and wait, **A**sk questions and wait, **R**espond by adding a little more.)

3. Did the strategies make sense for your cultural background and your language? Please tell us why or why not.

4. What could we change or do differently to make this work better?

❖ ❖ ❖

Thank you for taking time to tell us how we did!

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AGENDA

Using Picture Books to Build Language

1. Parents and family members are children's first and best teachers. They teach language by talking and listening to their children.

2. How can parents and family members build children's language using picture books?

3. How can you improve your skills?

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GRANNY AND SISSY: A FABLE

Once upon a time there was a little girl named Sissy who was very shy. She had a squeaky little voice, and didn't talk much. She was three years old.

Every night before bedtime, Granny would put on her big glasses and read Sissy six books.

Sissy listened very quietly to each story and fell asleep each night in Granny's lap, lulled to sleep by the sound of Granny's sweet voice. And every night, Granny would put the last book away, look down at her Sissy, listen to the sound of her sleepy breathing, and put her to bed with a sweet kiss.

But one day, Granny was out fishing and she lost her big glasses. That night she could not read the books to Sissy.

Granny was a very resourceful woman and thought of a plan. Why not have Sissy read Granny the books? Even though Sissy could not read, she could tell Granny about the pictures!

So, Granny opened the first book and asked Sissy to tell her about the pictures.

At first, Sissy did not know what to say. She had never told Granny a story before.

So Granny helped her little granddaughter.

First, Granny asked Sissy a question: "Tell me my sweet pumpkin, what is happening in this picture?"

Sissy didn't answer right away, so Granny waited. And she waited some more. (Older people are especially good at waiting.)

Finally, Sissy spoke up in her squeaky little voice and asked Granny if she could choose a different book. Of course Granny agreed and Sissy went to the bookshelf and chose another book.

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Sissy opened the book she had chosen and turned to the first page. The first picture she came to showed a picture of a lake with a small row boat. In the boat was an old lady holding a fishing pole.

Sissy pointed to the picture. Granny smiled and said, "What do you see?". She waited patiently. Finally Sissy said, in her squeaky little voice, "Look Granny. Your glasses. Here in the water!"

"Oh your silly Granny lost her glasses in the lake today," replied Granny. Sissy paused thoughtfully and asked, "Granny, do you think a fish ate your glasses?"

Granny laughed a big laugh, and Sissy laughed a squeaky laugh and they turned the page. Before long, they had gone through pages and pages of books, with Sissy talking in her squeaky voice, telling Granny about the pictures.

Pretty soon, Granny started to snore. So Sissy covered Granny with a blanket and put herself to bed.

From then on, Sissy got to tell Granny about the books while Granny listened quietly and waited patiently while her little pumpkin talked.

The morals of the Story------
Don't always read the book--have a conversation.

If you want children to talk, be quiet and wait patiently.

Let the child choose what to talk about.

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AGENDA

Parent Session 2 - *Talking and Play*
Using Play to Build Language

1. How did you do with the picture book activities? What questions do you have?

2. How can parents and family members build children's language using play?

3. Closing.

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Language is the Key

Appendix 3

Handouts/Masters for Reproduction* - Spanish

Please refer to Table 1 on pages 54-55 to determine which handouts are needed for a specific training session.

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AGENDA

Sección para los Padres 1- *El Hablar y los Libros*
Usando libros Ilustrados para Estructurar el Lenguaje

1. **Los padres y los miembros de la familia son los primeros y los mejores maestros de los niños. Ellos enseñan lenguaje mientras escuchan y hablan con sus niños.**

2. **Cómo estructuran el lenguaje los padres y demás miembros de la familia usando libros ilustrados?**

3. **Cómo puede usted mejorar sus habilidades en este campo?**

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UNA FABULA: LA ABUELITA Y ROSITA

Hubo una vez una niña pequeñita llamada Rosita que era muy timida. Tenia una voz muy chillona, y no hablaba mucho. Ella tenia tres añitos.

Cada noche ántes de acostarse, la abuelita se ponia sus grandes anteojos y leia a Rosita seis libros.

Rosita escuchaba cada historia muy quietecita y se quedaba dormida en las faldas de la abuelita, arrullada por la voz dulce de la abuelita. Y dada noche la abuelita guardaba el último libro, miraba a su Rosita, escuchaba el sonido de su respiración dormida y la acostaba en su cama con un beso muy dulce.

Pero un dia, la abuelita went to the market y perdió sus grandes anteojos. Esa noche ella no le pudo leer los libros a Rosita.

La abuelita era una mujer muy recursiva y pensó en un plan. Por qué no dejar que Rosita leyera los libros a abuelita? Aunque Rosita no podia leer, ella podia hablarle a la abuelita acerca de las ilustraciones!

Entonces, la abuelita abrió el primer libro y le pidió a Rosita que le hablara acerca de las ilustraciones.

Al principio, Rosita no sabia que decir. Ella núnca le habia contado una historia a la abuelita.

Entonces la abuelita ayudó a su nietecita.

Primero, la abuelita le hizo una pregunta a Rosita: "Dime mi pequeña calabacita que está passando en esta ilustración?"

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Rosita no contestó inmediatamente, entonces la abuelita esperó un poco más. (Las gentes majores son especialment buenas para esperar con paciencia.)

Finalment, Rosita habló con su vocecita chillona y le preguntó a la abuelita si ella podia escojer un libro diferent. Por supuesto que la abuelita aceptó y Rosita fué al estante de libros a escojer otro libro.

Rosita abrió el libro que ella habia escojido y voltió la primera pagina. La primera ilustración que ella encontró mostraba un mercado donde habian muchas canastas llenas de frutas. En el mercado una señora mayor estaba examinando las papayas.

Rosita señaló la ilustración. La abuela sonrió y dijo: "Que vs?" Y esperó pacientemente. Finalmente Rosita dijo, en su vocecita chillona, "Este es el mercado. Mangos, papayas y granas y tú abuelita!" La abuelita pensó por un momento y le preguntó, "Y qué estoy haciendo?" Rosita pausó pensativamente y contestó, "Yo creo que estás buscando tus anteojos!"

La abuelita se rió con una gran carcajad, y Rosita se rió con un carcajda chillona y tomaron la página. En poco tiempo ellas habian pasado por páginas de libros mientras Rosita hablaba con su vocecita chillona y le contaba a la abuelita acerca de lo que veia en las ilustraciones.

Muy pronto la abuelita empezó a roncar. Entonces Rostia arropó a la abuelita con una cobija y ella misma se acosó.

Desde entonces, Rosita le habló a la abuelita acerca de las ilustraciones en los libros y la abuelita escuchó muy quieta y con mucha paciencia a que su pequeña calabacita le hablara.

La moraleja de la historia.....

No lea siempre el libro---mantenga una conversación.

Si usted quiere que los niños hablen, esté quieto y espere pacientemente.

Deje que su niño escoja de lo quiere hablar.

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INFORMACIÓN IMPORTANTE ACERCA DEL DESARROLLO DEL LENGUAJE

★ Entender el idioma y usarlo es la clave para el exito escolar, especialmente en la lectura.

★ Los niños a quienes se les habla más y en la forma correcta, adquieren un coheficiente intelectual más alto y tienen mejor rendimiento en la escuela.

★ La etapa entre el nacimiento y los cuatro años de un niño es un periodo especialmente importante para hablarles y escuchar a los niños.

★ Hablar y escuchar a los niños cuando están jugando o mirando libros juntos es una de las formas más faciles para ayudarles a hablar y entender más.

★ Ayudando al niño a aprender su lengua materna---la lengua que se habla en casa---le servirá para aprender el inglés.

★ Los niños que están aprendiendo dos idiomas al mismo tiempo mezclan los dos idiomas al hablar y eso está muy bién y es muy normal.

★ Los padres pueden ayudar a sus niños más si les enseña el idioma que se habla en el hogar.

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Siga el liderazgo del niño

Hay cuatro pasos muy simples.
Y como un carro, son muy rápidos y fáciles de recordar.

CARRO

Comente y espere.

Averigue - haga preguntas y espere.

Responda agregando un poco más.

Repita...

Otra vez en español.

Cuando usted usa estas estrategias,
los niños realmente empiezan a hablar más!

El Hablar y los Libros

EL LENGUAJE ES LA CLAVE

El Hablar y el Jugar

WASHINGTON RESEARCH INSTITUTE
LANGUAGE IS THE KEY
(206) 285-9317
150 Nickerson St. Suite 305 • Seattle, Washington 98109

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POR FAVOR DIGANOS LO QUÉ PIENSA USTED

1. Cree que esta presentación le ha sido útil? Por favor diganos por qué o por qué nó?

2. Cree que usted vá ha tratar de usar algunas de estas técnicas? (Comentando y esperando, Averiguando---haciendo preguntas y esperando, Respondiendo y aumentándo un poco más, Repitiéndo Otra vez en español.)

3. Hacen sentido estas técnicas en su cultura y en su idioma? Por favor diganos por qué o por qué nó?

4. Qué podriamos cambiar o hacer diferente para hacer que el programa trabaje mejor?

Le agradecemos el tiempo que usted se ha tomado para responder estas preguntas y decirnos cómo estuvo nuestra presentación.

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AGENDA

Sección para los Padres 2 - *El Hablar y el Jugar*
Usando el Jeugo para Estructurar el Lenguaje

1. Cómo hizo las actividades del libro ilustrado? Qué preguntas tiene?

2. Cómo pueden los padres y el resto de la familia ayudar a formar el lenguaje de los niños usando el juego?

3. Terminación

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MIRANDO LIBROS ILUSTRADOS Y JUGANDO CON SUS NIÑOS

1. Usted no tiene que ser un campeon de lectura para motivar a sus niños ha hablar usando los libros ilustrados. Es más, es mucho mejor si usted habla más y lee menos.

2. Usted no necesita ningún jueguete especial para jugar con su niño---solo objetos comunes que encuentra al rededor de la casa. Tazas, platicos, cajas vacias, palitos encontrados en el parque, vestidos viejos y sombreros divertidos!

3. Lo más importante es *hacerlo divertido*. Usted puede hacer que su niño se divierta más si lo deja tomar el liderazgo: Ellos pueden escojer el libro o el juguete y pueden escoger qué es lo que quieren mirar en el libro y de qué es que quieren hablar en el juego.

4. Los niños hablan más y escuchan mejor cuando ellos hacen su propia selección. Hable acerca de lo que su niño está interesado.

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Language is the Key

Appendix 3

Handouts/Masters for Reproduction* - Korean

**Please refer to Table 1 on pages 54 - 55 to determine which handouts are needed for a specific training session.*

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AGENDA

1번째 시간 - 책과 함께 말 배우기

언어능력개발을 위한 그림책 사용

1. 부모들과 가족의 일원들이 유아들에게는 첫째이며 또 가장 좋은 선생님인 것입니다.

2. 어떻게 부모들과 가족의 일원들이 그림책을 사용하여 유아들의 언어능력 개발을 신장 시킬 수 있을까요?

3. 어떻게 여러분들은 유아들의 언어 능력개발을 돕기 위한 방법을 신장 시킬 수 있을까요?

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우화동화: 할머니와 영이

옛날에 매우 수줍음을 잘 타는 영이라고 불리는 조그만 소녀가 살고 있었어요. 영이는 꼬그만 목소리로 말도 잘하지 않는 세 살 짜리 아이였답니다.

매일 밤 잠자기 전에, 할머니는 큰 안경을 쓰시고 영이에게 여섯 권의 책을 읽어주셨습니다.

영이는 하나 하나의 얘기를 들으면서 매일 밤 할머니의 따스한 자장가 같은 목소리에 할머니 무릎에서 잠이 들곤 했답니다. 매일 밤 할머니는 영이가 잠자는 숨소리를 들으면서, 영이를 내려다보고 마지막으로 읽어 주던 책을 치우며, 잠든 영이를 침대에 뉘이고 입을 맞춰주었습니다.

그러던 어느날, 할머니는 고기를 잡으러 갔다가 그만 그 큰 안경을 잃어버리고 말았어요. 그날 밤 할머니는 영이에게 매일 밤 읽어주던 책을 읽어 줄 수가 없었습니다.

할머니는 매우 생각이 깊었으며, 모든 일에 계획을 잘하는 분이셨어요. 그래서 할머니는 이렇게 생각했어요; 영이가 나에게 책을 읽어주는 것은 왜 안될까? 영이가 비록 책을 읽을 수는 없을 지라도 아마 책에 있는 그림에 대해서 얘기해줄 수는 있을 꺼야!

할머니는 책을 펴고 영이에게 책에 있는 그림에 대해서 얘기해 달라고 부탁했습니다.

처음에 영이는 무엇을 얘기해야 할지를 몰랐습니다. 왜냐하면, 영이는 이전에 한번 도 할머니에게 얘기를 해 준 적이 없었거든요.

그래서 할머니는 손녀가 얘기를 할 수 있도록 조금 도와주었답니다.

처음에, 할머니는 영이에게 이렇게 물어보았어요: "얘야, 이 그림에는 무슨 일이 일어나고 있는 걸까?" 라고요.

그러나, 영이는 바로 대답을 하지않았어요. 그래서 할머니는 기다려 주었어요. 그리고 좀 더 기다려 주었답니다 (노인들은 특히 기다리는 것을 잘하지요).

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마침내, 영이는 쬐그만 목소리로 할머니에게 다른 책을 읽으면 안 되겠냐고 물었어요. "물론이고 말고" 할머니가 말했어요. 그래서 영이는 책장으로 가서 자기가 읽고 싶은 책을 뽑아왔습니다.

그리고, 책을 펴고 첫 장을 넘겼어요. 첫 장에 나온 그림은 노를 저을 수 있는 조그만 배가 호수에 있는 그림이었어요. 그 배 안에는 늙은 노파 할머니가 낚싯대를 들고 낚시를 하고 있었어요.

영이는 그 그림을 가리켰어요. 할머니는 웃으면서, "뭘 보고있니?" 라고 물었습니다. 그리고 인내심을 가지고 기다려 주었어요. 마침내 영이는 쬐그만 목소리로, "할머니, 이것 봐. 할머니 안경이다. 여기 물 속에 있네!" 라고 말했어요.

할머니는, "오, 바보 같은 네 할머니가 오늘 호수에 안경을 잃어 버렸구나" 라고 말했어요. 영이는 잠시 깊은 생각을 한 후 이렇게 물었어요, "할머니, 할머니는 물고기가 할머니 안경을 먹어버렸을 거라고 생각해요?

할머니는 큰 소리로 껄껄 웃으시고, 영이는 쬐그만 소리로 킥킥 웃으면서 함께 다음 장을 넘겼어요. 얼마되지않아 할머니와 영이는 책장을 모두 다 넘겨가면서, 영이는 쬐그만 목소리로 할머니에게 그림에 대해서 얘기를 해주었습니다.

그리고 얼마되지않아 할머니는 코를 골기 시작했어요. 그래서 영이는 할머니를 침대에 뉘이고 이불을 덮어주었습니다.

그 뒤로부터 영이는 할머니가 조용히 영이의 말을 듣기위해 인내심을 가지고 기다리는 동안에 책에 대해 이야기를 해주었답니다.

이야기 속에 나오는 도덕심----
책을 항상 읽어 주지 마시고---대화를 하십시오.

아이가 얘기를 하고 싶어하면, 조용히 인내심을 가지고 기다려 주십시오.

아이들이 자기가 얘기하고 싶은 것을 얘기 하도록 두십시오.

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언어능력개발을 위해 알아두어야 할 중요한 사항들

- 언어를 이해하고 사용하는 것이 학교에서의 성공을 좌우하는 열쇠가 되며, 특히 읽기가 중요한 역할을 합니다.

- 바른 방법으로 말을 많이 하도록 권장 받는 아이들이 학교에서의 학업수행 능력이 다른 아이들에 비해 더 나으며, 더 높은 지능지수를 갖고있습니다.

- 특히 태어나면서부터 네 살이 되기까지의 기간은 아이들이 말을 듣고, 말을 하게 되는 중요한 시기입니다.

- 여러분이 아이와 함께 그림책을 보거나, 아이와 함께 노는 동안에 아이들에게 이야기해주고 아이들의 얘기를 들어 주는 것이 우리 아이들이 말을 배울 수
있도록 하며, 더 많이 이해할 수 있도록 도와주는 쉬운 방법입니다.

- 아이들이 집에서 말하는 언어인 -- 모국어를 배우도록 도와주는 것 -- 그것이 아이들이 나중에 영어를 배우는 것을 도와주는 것입니다.

- 두 언어를 동시에 배우는 아이들은 두 언어를 함께 섞어서 쓰게 되는데, 그것은 정상적인 일이며 당연한 것입니다.

- 부모님들은 집에서 쓰는 우리말을 아이들에게 가르침으로서 아이들을 도와 주는 것입니다.

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아이가 이끄는 데로 따르십시오

여기에 기억하기 쉬운 간단하고 쉬운 방법이 있습니다.
"물 한 코 조" 즉 "물 한 컵 줘"라고 외우세요.

물어보고 기다리고.
한국말로 한번 더 되풀이 주고.
코멘트를 주고 기다리고.
조금 더 늘려서 말해주고.

여러분이 이런 방법들을 사용할 때 아이들은 정말로 말을 하기 시작할 것입니다!

책과 함께 말 배우기
언어는 생활의 열쇠입니다
LANGUAGE IS THE KEY

놀이와 함께 말 배우기
언어는 생활의 열쇠입니다
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여러분의 생각을 듣고 싶습니다

1. 이 시간이 여러분에게 도움이 되었다고 생각 하십니까? 그렇다면, 왜 도움이 되었는지 혹은 왜 도움이 안 되었는지를 말씀해 주십시오.

2. 여러분은 오늘 배운 아이들의 언어 능력 개발을 위한 방법들을 이용 할 거라고 생각하십니까? (물어보고 기다리고, 한국 말로 한번 더 되풀이 해주고, 코멘트를 주고 기다리고, 조금 더 늘려서 말해 주고)

3. 오늘 배운 방법들이 우리 언어와 문화배경에 맞는다고 생각하십니까? 그렇다면, 왜 맞는 지, 혹은 왜 맞지않는 지를 말씀해 주십시오.

4. 어떻게 하면 이 방법들을 더 잘 적용 할 수 있도록 우리가 다르게 바꿀 수 있는 지 의견을 주십시오(필요하다면).

설문에 답해 주셔서 감사합니다!

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AGENDA

2번째 시간 - 놀이와 함께 말 배우기:

놀이를 통한 언어능력개발 신장

1. 그림책을 통한 활동을 어떻게 하셨습니까? 질문이 있습니까?

2. 놀이를 통해서 어떻게 하면 부모님이나 가족들 일원이 아이들의 언어 능력개발을 신장 시킬 수 있겠습니까?

3. 끝맺음.

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아이와 함께 그림책을 보고 놀이를 할 때

- 여러분은 아이들이 말을 하도록 권장하기위해 그림책을 볼 때 책을 잘 읽는 챔피온이 되실 필요는 없습니다. 사실, 책을 덜 읽어주고 말을 더 많이 해주는 것이 아이들이 말을 배우는데 더 좋은 방법입니다.

- 아이와 함께 놀 때 특별한 장난감이 필요하지않습니다. - 그냥 집안에 굴러다니는 컵과 접시, 빈 상자, 공원에서 주운 나뭇가지, 헌 옷들, 우스운 모자와 같은 평범한 것 들을 이용하면 됩니다.

- 가장 중요한 것은 재미있게 노는 것입니다. 여러분은 아이들에게 리드를 하게 함으로서 재미있게 놀아 줄 수 있습니다: 아이들이 책을 보거나 놀 때 아이들이 무엇을 보고 싶어하는 지를 스스로 선택하도록 하고 책에 대해서 이야기하거나 노는 것을 아이들이 선택하도록 하십시오.

- 아이들은 자기가 하고 싶은 것을 선택할 때 더 잘 듣고 더 많이 말을 합니다. 여러분의 아이가 흥미 있어 하는 것에 대해서 이야기해 보십시오.

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